# TEACHER GUIDE

James P. Stobaugh | Language Arts

- Includes: Answer Keys
- Student Objectives
- Daily Concept Builders
- Weekly Essay & Tests

# American LITERATURE

High School Level

Cultural Influences of Early to Contemporary Voices

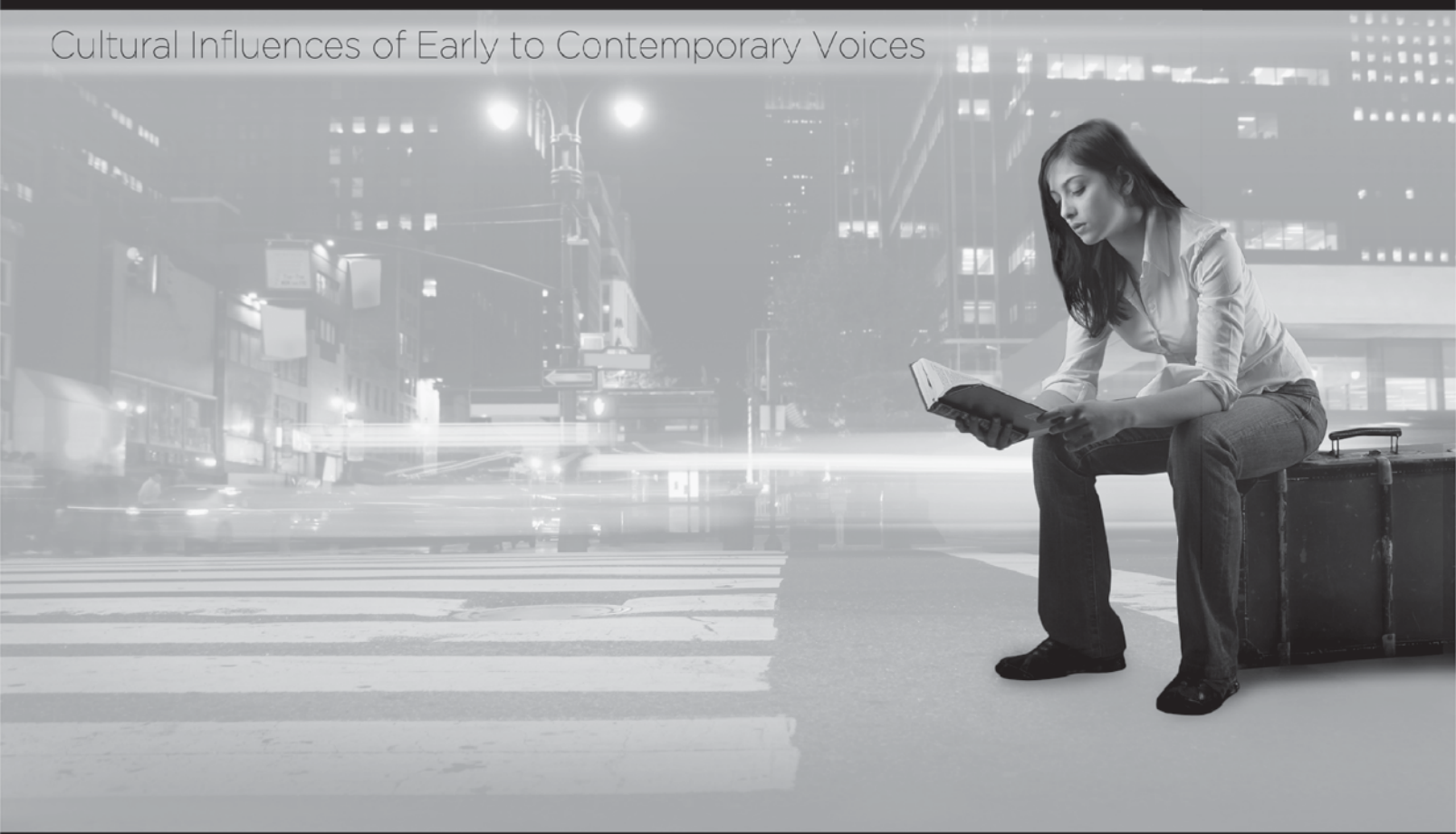
High School Level

Classical / Whole Book

Biblical Worldview

# American LITERATURE

Cultural Influences of Early to Contemporary Voices



## TEACHER GUIDE

James P. Stobaugh

**1** course = **2** full credits
writing & literature

- Includes: Answer Keys
- Student Objectives
- Daily Concept Builders
- Weekly Essay & Test

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**Dedication**

This Book is gratefully dedicated to Karen and our four children: Rachel, Jessica, Timothy, and Peter.

He has given us a ministry of reconciliation . . . (2 Corinthians 5:18).

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*Of Plimoth Plantations* by William Bradford

*Religious Affections* by Jonathan Edwards

*The Autobiography of Benjamin Franklin* by Benjamin Franklin

*Narrative of the Life of Frederick Douglass* by Frederick Douglass

*The Scarlet Letter* by Nathaniel Hawthorne

*The Adventures of Huckleberry Finn* by Mark Twain

*A Farewell to Arms* by Ernest Hemingway

*The Red Badge of Courage* by Stephen Crane

*The Unvanquished* by William Faulkner

*The Pearl* by John Steinbeck

*Walden* by Henry David Thoreau

*Billy Budd* by Herman Melville

*The Emperor Jones* by Eugene Gladstone O'Neill

*The Little Foxes* by Lillian Hellman

*The Glass Menagerie* by Tennessee Williams

*The Crucible* by Arthur Miller

*Ethan Frome* by Edith Wharton

*Cold Sassy Tree* by Olive Anne Burns

*Their Eyes Were Watching God* by Zora Neale Hurston

*The Chosen* by Chaim Potok

**36-week schedule** and **study guidelines** available at:

www.masterbooks.com/american-literature-student-paperback-single

# Using Your Teacher Guide

## How this course has been developed:

1. **Chapters:** This course has 34 chapters (representing 34 weeks of study) to earn two full credits; writing and literature.
2. **Lessons:** Each chapter has five lessons, taking approximately 45 to 60 minutes each.
3. **Student responsibility:** Responsibility to complete this course is on the student. Students must read ahead in order to stay on schedule with the readings. Independence is strongly encouraged in this course, which was designed for the student to practice independent learning.
4. **Grading:** Depending on the grading option chosen, the parent/educator will grade the daily concept builders, and the weekly tests and essays. (See pages 7 and 8.)
5. **Additional books and texts:** A list of outside reading is provided after the table of contents. Students should try and read ahead whenever possible. Most readings are available free online or at a local library.
6. **Note:** Two optional weekly reading schedules are provided for you at www.masterbooks.com/american-literature-teacher-guide-digital-single.

## Throughout this book you will find the following:

1. **Chapter Learning Objectives:** Always read the "First Thoughts" and "Chapter Learning Objectives" in order to comprehend the scope of the material to be covered in a particular week.
2. **Daily warm-ups:** You should write or give oral responses for the daily warm-ups to your educator/parent. These are not necessarily meant to be evaluated, but should stimulate discussion.
3. **Concept builders:** You should complete a daily concept builder. These activities take 15 minutes or less and emphasize a particular concept that is vital to that particular chapter topic. These will relate to a subject covered in the chapter, though not necessarily in that days lesson.
4. **Assigned readings:** Remember to read ahead on the required literary material for this course. Students should plan to read some of the required literature the summer before the course.
5. **Weekly essays:** You will be writing at least one essay per week, depending on the level of accomplishment you and your parent/educator decide upon. These are available in the teacher guide.
6. **Weekly tests:** These are available in the teacher guide.

## Earn a bonus credit!

Easily integrate related history curriculum for an additional credit, a combination study done in less than two hours daily! History Connections are shown on the chapter introduction page in order to help a student study these texts consecutively, exploring literature and history in unison. (The *American*, *British*, and *World History* curriculum is also written by James Stobaugh and published by Master Books®.)

## Teacher's note:

Most of the assignments included in this study are either based on student opinions or material provided in the readings. Some lessons are based on movies or plays. If the lesson's focus is a movie you have not seen or feel is not appropriate for your student, choose an alternate one. For example in Ch. 22 Lesson 4, if you have not seen the movie *Farewell to Arms*, simply adjust the lesson by choosing a movie you like that is based on a book. Then answer the questions in the concept builder or essay based on the characters or information presented in the alternate choice.

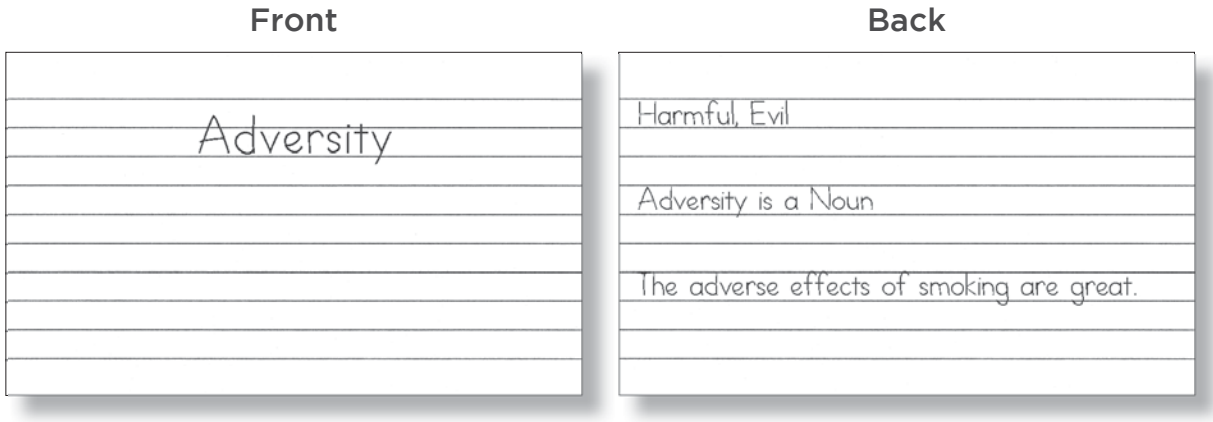
## What the student will need each day:

1. Notepad/computer: for writing assignments.
2. Pen/pencil: for taking notes and for essays.
3. A prayer journal. As often as you can — hopefully daily — keep a prayer journal.
4. Daily concept builders and weekly essay options are available in this teacher guide. Weekly tests are available in this teacher guide and as a free download at: nlpg.com/AmericanLitAids.

## Increasing your vocabulary:

Part of the reason for reading so many challenging literary works is for one to increase his or her functional vocabulary. The best means of increasing vocabulary is through reading a vast amount of classical, well-written literary works. While reading these works, one should harvest as many unknown words as possible, and try to use five new words in each essay written.

Create 3x5 Vocabulary Cards




When one meets a strange word for the first time:

- Do your best to figure out the word in context,
- Check your guess by looking in the dictionary,
- Write a sentence with the word in it.

Use the illustration above to formulate vocabulary cards of new words.

## Grading Record Options (See chart on following page.)

This course has been developed to allow three grading options for a parent/educator. This allows one the flexibility to adjust the usage of the course content to individual situations and varying requirements. For ease of grading, Option A (essays/exams) and Option B (essays/exams/concept builders [CB]) both provide a total weekly score of 100 points for a course total of 3,400 possible points. Dividing the total score at the end of the course by 34 will provide a percentage grade for the student. You may use the standard system (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F), or you may use your own personal grading system. The third grading option simply allows for additional work (warm-ups [WU], additional essays, etc.) to be counted toward each week's final grade. This can be done at the educator's discretion and be added into the overall score of Option A or Option B.

| week | Option a | | Option B | | | Option C | |
|---|---|---|---|---|---|---|---|
| | Essays = 50/Exams = 50 | | Essays = 40/Exams = 40/CB = 20 | | | Add Additional 10/20 | |
| | Essay | Exam | Essay | Exam | CB | WU | Additional Essay |
| 1 | | | | | | | |
| 2 | | | | | | | |
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| 33 | | | | | | | |
| 34 | | | | | | | |
| total | | | | | | | |
| | Total Essays and Exams: Divide by 34 for grade | | Total Essays, Exams and CBs: Divide by 34 for grade | | | Total WU and Additional Essays Add in score to Option A or B | |

**Final Grade _____** **Final Grade _____**

* See Grading Record Options on the prior page for record-keeping guidance.

# Introduction to American Literature

***American Literature* is a rhetoric-level course.** Two things are distinctive about rhetoric-level courses: they are content-driven and they presume higher-level thinking. A teacher may have a student read in excess of 200 pages per chapter, or simply scan portions of the texts. For those reading more of the texts, it is highly advisable that he or she begin reading the material during the summer prior to beginning this course.

In any event, a student should read the whole book/literary work before the lesson begins, if this is what the teacher desires. Sometimes this is no big deal (e.g., reading Phillis Wheatley's poetry). In other cases it will take more than a week to read the assigned text (e.g., *The Scarlet Letter*, Nathaniel Hawthorne).

By now one should already know how to do elementary literary criticism. If you are worried, don't be. Students will review how to do literary analysis as the course progresses. Literary analysis questions are the most often asked questions and they fall under the three main types of questions in the text: critical thinking, biblical application, and enrichment.

*Literature* is defined in *Merriam Webster's Collegiate Dictionary* (10th ed., 1993) as "writings in prose or verse: especially having excellence of form or expression and expressing ideas of permanent or universal interest."

The person who examines, interprets, and analyzes literature is a critic. That is the student's job. A critic is a guide to the reader, not a prophet or a therapist. While it is the critic's right to express his or her preferences, and even a privilege to influence others, it is not his or her job to tell the reader what to like or not like. However, the critic is a helper, a guide helping the reader to better understand the author's intention and art. In fact, the critic is concerned about the structure, sound, and meaning of the literary piece. These structures are described as genres: *narrative prose, essays, poetry*, and *drama*.

God is raising a mighty generation! Students of today will be the culture-creators of the next century. They are a special generation, a special people. My prayer for each student who reads this course is:

> I kneel before the Father, from whom his whole family in heaven and on earth derives its name. I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge — that you may be filled to the measure of all the fullness of God. Now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations, for ever and ever! Amen (Eph. 3:14–21).

# Worldview Formation

**First Thoughts** From the beginning, America was an evangelical Christian nation — it built its universities to train Christian leaders, for it earnestly sought to be governed by and have its culture created by evangelical Christians. The now rapid retreat from that sacred beginning is perhaps the key to understanding the American experience.

**Chapter Learning Objectives** In chapter 1 we examine worldviews and grasp the import of being in a culture war. For the Christian believer, there is no middle ground anymore. We are in a war. This chapter examines seven worldviews and gives clues on how we can discern these worldviews in culture. You will learn to articulate your own worldview as you evaluate the veracity of other worldviews.

**As a result of this chapter study you will be able to . . .**

1. Compare several worldviews.
2. Compare the worldviews of John Smith and William Bradford.
3. Discuss if Old Testament law should have literal application to today's society.
4. Discern the worldviews of several television commercials.



**Weekly Essay Options:** Begin on page 274 of the Teacher Guide.

**Reading ahead:** *A Treatise Concerning Religious Affections*, by Jonathan Edwards, and poems by Anne Bradstreet.

# Everyone Has a Worldview

## Assignments

- Warm-up: Who is your favorite author and what do you think formed his or her worldview?
- Student should complete Concept Builder 1-A
- Students should review the required reading(s) before the assigned chapter begins.
- Teachers shall assign the required essay. The rest of the essays can be outlined, answered with shorter answers, or skipped.

**CONCEPT BUILDER 1-A**
**My Worldview**

| **Outline a worldview for yourself.** | |
|---|---|
| Authority — Is the Bible important to you? Do you obey God and other authorities — your parents — even when doing so is uncomfortable? | *Answers will vary.* |
| Pleasure — What do you really enjoy doing? Does it please God? | *Answers will vary.* |
| Fate — What/who really determines your life? Chance? Circumstances? God? | *Answers will vary.* |
| Justice — What are the consequences of our actions? Is there some sort of judgment? Do bad people suffer? Why do good people suffer? | *Answers will vary.* |

# Worldviews Review

## Assignments

- Warm-up: Pretend a four-year-old family member has just watched a cartoon with too much violence. He/she is very sad. What do you say to him/her?
- Student should complete Concept Builder 1-B
- Student should review reading(s) from next chapter.
- Student should outline essay due at the end of the week.
- Per teacher instructions, students may answer orally, in a group setting, the essays that are not assigned as formal essays.

**CONCEPT BUILDER 1-B**
**Family Worldview**

**Encourage your family to write a joint worldview statement.**

**My Family Worldview Statement**

*Answers will vary.*

# Culture Wars: Part One

## Assignments

- Warm-up: Some artists claim that obscenity is necessary to the "artistic effect." Is there such a thing as "necessary obscenity"?
- Students should complete Concept Builder 1-C.
- Students should write rough drafts of assigned essay.
- The teacher may correct rough drafts.

**CONCEPT BUILDER 1-C**
**Values**

**Worldviews are about values. Rate the following items: 1 equals "do not value at all"; 5 equals "value a whole lot." (See student text.)**

*Answers will vary.*

# Culture Wars: Part Two

## Assignments

- Warm-up: Is it possible for Christians to lose the culture war? How?
- Student should complete Concept Builder 1-D.
- Student will re-write corrected copy of essay due tomorrow.

**CONCEPT BUILDER 1-D: Movies**

**America obtains most of its worldviews from movies. Check the worldviews represented in the following popular movies. There will be multiple correct answers.**

| Movie | Theism | Deism | Romanticism | Naturalism | Realism | Extentlalism | Absurdism |
|---|---|---|---|---|---|---|---|
| Bambi | | | X | | | | |
| Titantic | | | X | | | | |
| Toy Story | | | | | | X | |
| Lion King | X | | X | | | | |
| The Sound of Music | X | | | | | | |
| The Incredibles | X | | | | | | |

LESSON 5

# Worldview Review

## Assignments

- Warm-up: Describe one of the worldviews in your own words.
- Student should complete Concept Builder 1-E.
- Essay is due. Students should take the chapter 1 test.

**CONCEPT BUILDER 1-E**
**Books**

**The following books are very popular in American high schools. Check the worldviews represented in the following popular titles. There will be multiple correct answers.**

| Movie | Theism | Deism | Romanticism | Naturalism | Realism | Extentlalism | Absurdism |
|---|---|---|---|---|---|---|---|
| Romeo and Juliet | X | | | | | | |
| Johnny Tremain | X | | | | | | |
| Walden | | | X | | | | |
| Call of the Wild | | | | X | | | |
| Poems by Robert Frost | | | | X | X | | |
| The Book of Job (Bible) | X | | | | | | |

# ESSAY OPTIONS A OR B WITH ANSWER SUMMARIES

**(50 points, Grading Option A / 40 points, Grading Option B - See pages 7 & 8)**

A. Most Americans obtain their worldview from the television. What ideas and thoughts are represented that express the worldviews held by most media outlets?

SUMMARY: Answers will vary.

B. Watch the *Star Wars* trilogy and write out its worldview.

SUMMARY: Answers will vary.

# CHAPTER 1 TEST ANSWERS

**Divide score by 2 (Option A) / Divide score by 2.5 (Option B)**

### Overview Chart (80 Points)

Write responses to these statements according to each worldview below.

| World View | Christian Theism | Romanticism/ Transcendentalism | Naturalism/ Realism | Absurdism/ Existentialism |
|---|---|---|---|---|
| Jesus Christ is Lord. | *Yes, He is* | *Yes, and so are Buddha and the others.* | *He is not.* | *That statement has no meaning.* |
| The world was created by God in six literal 24-hour days. | *Absolutely!* | *I guess so — and didn't He do a great job. Nature is so beautiful!* | *No, that is religion. Science tells us that the world was created in a big bang.* | *Who cares?* |
| If it feels good, do it. | *Whether it feels good or not, the wages of sin is death. Obedience to God and His Word is life.* | *Yes, and the more natural the feeling, the more spontaneous the response, the better.* | *Absolutely! Let it all hang out!* | *Yes and if it feels bad, do it too — who really cares what you do anyway? Leave me alone!* |
| People would just be better off if society left them alone. | *People will never be better off until they are in right relationship with God.* | *Surely that is true.* | *Yes, they may be better off for a while but sooner or later some rock will fall on their heads or something bad will happen.* | *They will be better off if they stop pretending there is any reason to live.* |

| World View | Christian Theism | Romanticism/ Transcendentalism | Naturalism/ Realism | Absurdism/ Existentialism |
|---|---|---|---|---|
| Everyone will be saved as long as they are good people. | *No, they will be saved only if they commit their lives to Jesus Christ.* | *Salvation occurs when people are in complete concert with nature.* | *There is no salvation; we all are doomed.* | *There is no future but nothingness.* |
| I am not going to worry about the future; when my time is up, it is up. | *If I don't worry about the future it is because my future is in the hands of the Lord.* | *Death is only a natural extension of life.* | *You got it right! There is nothing we can do about the future except duck when it comes our way!* | *Our future is not even planned yet. It merely happens in a disorganized fashion.* |
| An animal is merely a person in animal garb. | *No, mankind is created in the image of God. Nothing else is.* | *No, that is not true. Although, I wish mankind acted more like animals — innocent and free.* | *Yes, makes sense to me.* | *Who really cares?* |
| All I want to do is help people. | *Nice idea; through God's love a person can help another person.* | *Nice idea.* | *Why?* | *What will you get out of it?* |
| God has a plan for us. | *Absolutely and everything works for good for those called by His name to His purposes.* | *Absolutely. He wants you to return to nature.* | *Absolutely. He means for you to be miserable.* | *If there was a God, and there really isn't, what makes you think He cares one iota about you?* |

**Discussion Question (20 Points)**

Imagine that you have finished playing in a soccer game. You are walking across the field. Create conversations among players, parents, and spectators that exhibit at least four different worldviews.

Answer: *"Good game!" I say to an opposing team member.*

*"Who really cares," he answers (absurdism).*

*"God does — and He loves you!" I answer (Christian theism).*

*"If there is a God, He must hate me," a bystander replies (naturalism).*

*"How can He hate you? Just feel this grass, look at that sun!" another bystander retorts (romanticism).*

# The New Land to 1750: Puritanism & Native American Voices

**First Thoughts** Puritanism was a religious reform movement in the late 16th and 17th centuries that sought to "purify" the Church of England of remnants of Roman Catholicism. A radical form of Puritanism was Separatism, embraced by the Pilgrims. Puritans became noted in the 17th century for a spirit of moral and religious earnestness that affected their whole way of life, and they sought to make their lifestyle the pattern for the whole new world. Their culture, art and literature, then, reflect this earnestness and the reader will experience anew the vitality and pathos of a people mostly misunderstood.

**Author Worldview Watch** William Bradford was a strong Christian, whose orthodox faith, Christian theism, was only rivaled by his extensive knowledge of Greek history and philosophy. Bradford, Cotton Mather, Anne Bradstreet built this great nation and we all owe them a debt of gratitude. The Native Americans whom they encountered were stanch polytheists, but soon many responded to the Gospel and American literature began.

**Chapter Learning Objectives** In chapter 2 we will look more closely at the writings of William Bradford and Edward Taylor. We will look at Mourt's Relations, the Mayflower Compact, and a portion of a speech by John Winthrop. Next, we will examine Native American literature, including Creation Narratives and a portion of the Iroquois Constitution. We will be amazed again at the beginnings that so richly blessed our great nation.

**As a result of this chapter study you will be able to . . .**

1. Understand what William Bradford's view of nature was.
2. Compare and contrast Edward Taylor's poetry with British metaphysical poetry.
3. Define and discover allusions in William Bradford's *Of Plimoth Plantation*.
4. Compare and contrast Native American views of mankind with biblical views

**Weekly Essay Options:** Begin on page 274 of the Teacher Guide.

**Reading ahead:** No readings are necessary for chapter 2. Students should review Jonathan Edwards, *A Treatise Concerning Religious Affections* (Philadelphia, PA: Printed for Mathew Carey, 1794) for chapter 3.

# Background

## Assignments

- Warm-up: When you hear the word "Puritan" what do you think?
- Student should complete Concept Builder 2-A.
- Students should review the required reading(s) *before* the assigned chapter begins.
- Teachers may want to discuss assigned reading(s) with students.
- Teachers shall assign the required essays. They may choose two or three essays. The rest of the essays can be outlined, answered with shorter answers, or skipped.
- Students will review all readings for chapter 2.

**CONCEPT BUILDER 2-A**

**Read the excerpt of *History of Plimoth Plantation* by William Bradford, then answer the following questions.**

| | |
|---|---|
| 1 | What is the narrative technique? What are advantages and disadvantages of using this narrative technique?<br>*The narration is first person, although Bradford often refers to himself, and his community, in third person. This allows Bradford to share his insightful impressions of the New World without the screen of another interpreter.* |
| 2 | Who is the speaker and what can you surmise about his character?<br>*William Bradford is a Puritan Separatist (i.e., Pilgrim) leader of a group of English settlers on the coast of North America, near present day Cape Cod. Clearly Bradford is a very pious, religious man who defines his life through metaphorical references to the Bible.* |
| 3 | Predict what will happen when the Pilgrims land on Cape Cod.<br>*It would not be outside the realm of possibility that these Pilgrims will all die at the hands of hostile Native Americans and/or inclement weather. In point of fact, many of them did die during the first winter in New England, 1620–1621!* |
| 4 | What is the setting and is the setting important?<br>*Bradford refers to his setting as the "wilderness," which indeed it is. Bradford's entire world extended only a few miles inland from the Atlantic seaboard.* |
| 5 | How does Bradford present the Native Americans?<br>*Like most Europeans, Bradford sees the Native Americans as hostile groups who should be avoided if possible and killed if necessary. There is no hint, yet, that Bradford wants to convert them.* |
| 6 | How reliable or credible is this narrator? Defend your answer.<br>*Bradford is, without a doubt, a credible narrator. While he clearly is a committed Christian, he does not hide this fact, and makes every effort to record, faithfully, his impressions of Plimouth Plantation.* |

# *The History of Plimoth Plantation*

## William Bradford

## Assignments

- Warm-up: Pretend that you are part of an expedition to Mars. What similarities do you find to Bradford's diary?
- Student *should* complete Concept Builder 2-B.
- Student *should* review reading(s) from next chapter.
- Student should outline essays due at the end of the week.
- Per teacher instructions, students may answer orally, in a group setting, some of the essays that are not assigned as the formal essay.

**CONCEPT BUILDER 2-B**
**Allusions**

**An allusion is a brief, often indirect reference to a person, place, event, or artistic work which the author assumes the reader will recognize. Find two allusions in *Of Plimoth Plantation* and give its description.**

It is recorded in Scripture as a mercy to the Apostle and his shipwrecked company, that the barbarians showed them no small kindness in refreshing them, but these savage barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise.

This is a comparison of the Pilgrim landing at Cape Cod and first encounter with Native Amerians to Paul's shipwreck on Malta.

In Book I, iv, Bradford mentions the "hardness of the place and contry," the "great labour and hard fare," and the "bondage" which they endured. He compares their leaving their loved ones in England and Holland, saying, "Yet they left them as it were weeping."

This is a paraphrase of Ruth 1: 14 where Orpah left her mother-in-law Naomi.

In this case, these poor people may say "When the Lord brougt againe the captivite of Zion, we were like them that dreame. Psa: 126. 1, 5-6. The Lord hath done greate things for us, wherof we rejoyce. v. 3. They that sow in teares, shall reap in joye. They wente weeping, and carried precious seed, but they shall return with joy, and bring their sheaves.

Bradford is referring to the Jewish return from captivity in Babylon to the Promised Land.

# In Love with God

## Assignments

- Warm-up: Write a letter to God.
- Student should complete Concept Builder 2-C.
- Students should write rough draft of assigned essay.
- The teacher may correct rough draft.

**CONCEPT BUILDER 2-C**
**Making Generalizations**

**Generalizations are broad statements about a subject that are inferred from a number of facts and observations. For example "Snowfall will generate many auto accidents" is a generalization that will have to be supported by facts and observations. Give two other facts/observations that lead you to these generalizations.**

| Of Plimoth Plantation | |
|---|---|
| Fact/ Observation | The weather is harsh and bitter. |
| Fact/ Observation | *Food is difficult to obtain.* |
| Fact/ Observation | *Already weary Pilgrims are catching colds and worse diseases.* |

↓

Generalization: The Pilgrims are facing a terrible winter in the new land.

# Native American Voices

## Assignments

- Warm-up: Compare the above creation legend with Genesis 1–2.
- Student should complete Concept Builder 2-D.
- Student will re-write corrected copies of essay due tomorrow.

**CONCEPT BUILDER 2-D**
**Rhyme Scheme**

**Circle the words that jump out at you. Give the rhyme scheme (this is a repeated sound at the end of each verse) for the first four lines of the second poem. What sounds are repeated?**

*Rhyme scheme: a, b, a, c*

*Starting with his left fore-foot, Stamping, turns the frightened deer = personification metaphor.*

LESSON 5

# The First Constitution in North America

## Assignments

- Warm-up: Compare the Iroquois Constitution with the U.S. Constitution.
- Student should complete Concept Builder 2-E.
- Essay is due. Students should take the chapter 2 test.

**CONCEPT BUILDER 2-E**
**Native American Views**

**Based on the assigned readings, rate how Native Americans would feel about a statement and then rate how you would feel: 1 is not true at all; 5 is true all the time.**

*Answers will vary.*

# ESSAY OPTIONS A, B & C WITH ANSWER SUMMARIES

**(50 points, Grading Option A / 40 points, Grading Option B - See pages 7 & 8)**

A. What was William Bradford's view of nature?

SUMMARY: To William Bradford, nature was only an extension of God's creation. It was not alive; it was not even ubiquitous. It was not friendly or unfriendly. God was alive. God is in control. And God loved Bradford very much — a fact of which Bradford was acutely aware. It is from this secure base that Bradford created his history. William Bradford, an English separatist, was forced to reckon with awful conditions — half of his Plymouth Pilgrims died the first winter. Nevertheless, Bradford continued to affirm God's basic goodness in the face of horrible conditions. William Bradford's state of mind was not dependent upon circumstances.

B. Edward Taylor's poetry displays the influence of English metaphysical poets. Research the metaphysical poets in England and compare and contrast their writings with Taylor's.

SUMMARY: "The metaphysical poets" is a term coined by the English poet and critic Samuel Johnson to describe a loose group of British lyric poets of the 17th century, who shared an interest in metaphysical concerns and whose work was characterized by rich metaphors. Most metaphysical poets were Christians, but none expressed the same depth of feeling toward God as Taylor did.

C. Read J.I. Packer, *A Quest For Godliness: The Puritan Vision of the Christian Life*. Packer argues that the depth and breadth of Puritan spiritual life stands in stark contrast to the facileness and deadness of modern Western Christianity. He concludes that the main difference between the Puritans and us is spiritual maturity — the Puritans had it and we simply do not. The Puritans believed in an omnipotent God. They most certainly were not grouchy, legalistic, colorless settlers. They wore bright colors and enjoyed life. They had a passion for righteousness; they had a passion for God. "They were great souls," J.I. Packer writes, "serving a great God." In a one-page essay, agree or disagree with Packer's thesis.

SUMMARY: This reader enthusiastically agrees with Packer. This reader's favorite quote is:

> Puritans were not wild men, fierce and freaky, religious fanatics and social extremists, but sober, conscientious, and cultured citizens: persons of principle, devoted, determined, and disciplined, excelling in the domestic virtues, and with no obvious shortcomings save a tendency to run to words when saying anything important, whether to God or to man. . . . They were great souls serving a great God. In them clear-headed passion and warm-hearted compassion combined.

# CHAPTER 2 TEST ANSWERS

**Divide score by 2 (Option A) / Divide score by 2.5 (Option B)**

## Objective Questions (15 points – 3 points each)

Answer each question true or false.

ANSWER:

T — The Boston Puritans loved the Church of England and only wished to "purify" it. The Separatist Puritans at Plymouth, Massachusetts, sought to separate from the Church of England; the Puritans who settled in Boston wished merely to purify the Church of England.

F — The Pilgrims were a special type of Puritan. The Pilgrims included Separatist Puritans and secular settlers who immigrated to Plymouth, Massachusetts, in 1620.

F — The Pilgrims lived in Northern Ireland before they traveled to America. They stayed in Holland.

T — The Pilgrim landing in Cape Cod was really a mistake. They meant to settle in Virginia.

F — The Puritans' main motivation to traveling to America was to make money.

## Discussion Questions (30 Points – 10 points each)

Explain what these quotes from The History of Plymouth Plantation mean and give their historical context:

A. ANSWER: Bradford is attacking the Church of England's "petences" and "tyranous power to persecute."

B. ANSWER: This passage illustrates in broad relief the landing of the Pilgrims at Plymouth, Massachusetts, and how completely they conceptualized it as an act of God.

C. ANSWER: This is the story of the first Thanksgiving.

## Short Answer (55 points)

Answer these questions in 75 words or less.

A. ANSWER: Answers will vary. Bradford was a very godly man who walked his talk! (10 points)

B. ANSWER: The Puritans were the intellectual and spiritual epicenter of the American civilization for 150 years. (15 points)

C. ANSWER: The trip over on the Mayflower certainly piqued the reader's interest (rising action). The climax would be the first winter when over half died. The falling action would be Thanksgiving. Of course answers will vary. (10 points)

D. ANSWER: It is insightful that nature is not the enemy (naturalism) nor are the Native Americans. The enemy is the devil. In that sense, he is the antagonist. However, this is nonfiction piece as contrasted with a fictional novel. (10 points)

E. ANSWER: The Bible was the inerrant, inspired Word of God. It was the basis for everything that the Puritans did. It was the guidebook for life itself. (10 points)

# Chapter 1: Essay Options

A. Most Americans obtain their worldview from the television. What ideas and thoughts are represented that express the worldviews held by most media outlets?

B. Watch the *Star Wars* trilogy and write out its worldview.

# Chapter 2: Essay Options

A. What was William Bradford's view of nature?

B. Edward Taylor's poetry displays the influence of English metaphysical poets. Research the metaphysical poets in England and compare and contrast their writings with Taylor's.

C. Read J.I. Packer, *A Quest For Godliness: The Puritan Vision of the Christian Life*. Packer argues that the depth and breadth of Puritan spiritual life stands in stark contrast to the facileness and deadness of modern Western Christianity. He concludes that the main difference between the Puritans and us is spiritual maturity — the Puritans had it and we simply do not. The Puritans believed in an omnipotent God. They most certainly were not grouchy, legalistic, colorless settlers. They wore bright colors and enjoyed life. They had a passion for righteousness; they had a passion for God. "They were great souls," J.I. Packer writes, "serving a great God." In a one-page essay, agree or disagree with Packer's thesis.

# Chapter 3: Essay Options

A. Read the following passage from Esther Edwards' diary entitled "The Awful Sweetness of Walking With God."

> Though father is usually taciturn or preoccupied — my mother will call these large words — even when he takes one of us children with him, today he discoursed to me of the awful sweetness of walking with God in Nature. He seems to feel God in the woods, the sky, and the grand sweep of the river which winds so majestically through the woody silences here. (Written in Northhampton, MA, 1741.) Compare and contrast the image we see of Jonathan Edwards through his sermon and the way his daughter Esther saw him.

B. Describe Edwards' religious affections, and explain how they are evidences of true religion.

C. Describe your dad (or another parent or guardian) the same way Esther describes her dad. In what ways has the Lord used your father (or another adult) in your life? Compare your dad with King David, Joseph, or another dad in the Bible.