*American Literature*, Third Edition

Lesson Plan Overview

| Days | Topic | Pages | Support Materials\* | Bible Integration |
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| Unit 1: Early American Literature: An Era of Change |
| Chapter 1: Literature of Settlement |
| 1 | Unit 1: Early American Literature | 1–5 | Teaching Helps 1A–1D |  |
| 2–3 | SettlementThe Iroquois Confederacy: “How the World Began” | 6–18 | Teaching Helps 1E–1HSupplemental Texts 1A–1B | Evaluate: Myth versus the BibleShape Worldview: Contrast of Ancient One’s jealousy versus God’s infallibility and holiness, thinking biblically about the original paradise, biblical view of earth not as our mother but as a resource to use responsibly, viewing the curse in light of God’s redemptive plan  |
| 4 | The Constitution of the Five Nations | 18–22 | Teaching Help 1GSupplemental Texts 1C–1D | Shape Worldview: God’s moral law written in hearts |
| 5–6 | John Smith: The General History of Virginia,A Description of New England | 23–30 | Teaching Helps 1I–1K | Evaluate: Worldview and bias |
| 7–8 | William Bradford: Of Plymouth Plantation | 31–38 | Teaching Helps 1C, 1L–1NSupplemental Text 1E | Evaluate: Divine ProvidenceShape Worldview: The power of Scripture to heal and soothe griefs and fears, Bradford’s motivation to persuade the younger generation to remain faithful to the God of their fathers, contrasting the Pilgrims’ and Puritans’ approaches to government |
| 9–10 | John Winthrop: Journal,“A Model of Christian Charity” | 39–45 | Teaching Helps 1O–1SSupplemental Text 1F | Evaluate: Law and libertyShape Worldview: Biblical evaluation of a husband’s treatment of his wife  |
| 11 | Mary Rowlandson: “A Narrative of the Captivity” | 46–52 | Teaching Helps 1T–1USupplemental Text 1G | Evaluate: God’s sovereigntyShape Worldview: Balancing Rowlandson’s perspective on Native American attacks with settlers’ lack of mercy and charityShape Worldview: Complexity of God’s purposes in war |
| 12 | Chapter 1 Review | 53 | Answers, pp. R1–R3 |  |
| 13 | Chapter 1 Test |
| Chapter 2: Literature of Religious Experience |
| 14–15 | PuritanismRoger Williams: A Key into the Language of America / The Bay Psalm Book: “Psalm 23” | 54–60 | Teaching Helps 2A–2ESupplemental Texts 2A–2B | Shape Worldview: Perpetuating spiritual error Evaluate: View of Native Americans |
| 16 | Writing Lesson 1: Narrative Essay | W1–W2 | Writing Rubric 1Writing Worksheets 1A–1B |  |
| 17–18 | Anne Bradstreet: “The Author to Her Book,” ”Contemplations,” “Upon the Burning of Our House,” ”To My Dear and Loving Husband” | 61–68 | Teaching Helps 2F–2JSupplemental Text 2C | Evaluate: The human dimensionShape Worldview: Puritans’ view of spousal love patterned upon Christ’s love for the church, correcting one’s own unbiblical thinking |
| 19–20 | Edward Taylor: “Meditation 6 (First Series),” “Huswifery,” God’s Determinations, “Upon a Spider Catching a Fly” | 69–75 | Teaching Helps 2K–2N | Evaluate: Worldview and aestheticsShape Worldview: Good religious poetry helps believers grapple with and resolve internal conflict |
| 21–22 | Jonathan Edwards: “Sinners in the Hands of an Angry God” | 76–86 | Teaching Helps 2O–2P | Evaluate: The sinner’s plightShape Worldview: Necessity of heart knowledge for genuine belief |
| 23–24 | Samson Occom: A Short Narrative of My LifeRed Jacket: “The Great Spirit Has Made Us All” | 86–96 | Teaching Help 2Q | Shape Worldview: Personal failings affecting others’ acceptance of the gospelEvaluate: Race and religion |
| 25 | Chapter 2 Review | 97 | Answers, pp. R4–R6 |  |
| 26 | Chapter 2 Test |
| Chapter 3: Literature of Revolution |
| 27–29 | DeismBenjamin Franklin: The Autobiography | 98–111 | Teaching Helps 3A–3C Supplemental Texts 3A–3B | Evaluate: Moral exampleShape Worldview: Divine wisdom superior to conventional wisdom, the harm of Franklin’s immoral example, biblical evaluation of the American Dream, biblical evaluation and clarification of “doing good to man,” biblical evaluation of Franklin’s plan for moral perfection, discernment of Franklin’s religious views |
| 30 | Patrick Henry: “Give Me Liberty, or Give Me Death!” | 112–16 | Teaching Helps 3D–3G | Evaluate: Authority versus liberty |
| 31–32 | Thomas Paine: The Crisis, No. 1; The Age of Reason | 117–25 | Teaching Helps 3H–3K | Evaluate: Discernment in readingShape Worldview: Use of name calling unbiblical |
| 33 | Thomas Jefferson: Autobiography,Declaration of Independence | 126–33 | Teaching Help 3L | Shape Worldview: Biblical evaluation of the major premise of the Declaration of Independence |
| 34 | Phillis Wheatley: “To the University of Cambridge,” “On Being Brought from Africa to America” | 134–38 | Teaching Helps 3M–3O Supplemental Texts 3C–3E | Evaluate: True freedom |
| 35 | Chapter 3 Review | 139 | Answers, pp. R7–R9 |  |
| 36 | Chapter 3 Test |
| Unit 2: American Romanticism: An Era of Optimism |
| Chapter 4: Minor Romantics |
| 37 | Unit 2: American Romanticism | 140–45 | Teaching Helps 4A–4B | Shape Worldview: Biblical evaluation of romantic emphases |
| 38–40 | Knickerbockers / New England School Washington Irving: “Rip Van Winkle” | 146–62 | Teaching Helps 4C–4DSupplemental Text 4A | Shape Worldview: Christ, the best source of escape from life’s pressures; description of Rip’s farm attesting to truth of Scripture |
| 41 | Writing Lesson 2: Persuasive Essay | W3–W4 | Writing Rubric 2Writing Worksheets 2A–2B |  |
| 42–43 | James Fenimore Cooper: The Deerslayer | 163–71 | Teaching Helps 4E–4GSupplemental Text 4B | Evaluate: Racial and cultural differencesShape Worldview: Proper motivations undergirding the golden rule |
| 44 | William Cullen Bryant: “Thanatopsis,” ”To a Waterfowl” | 172–77 | Teaching Helps 4H–4I | Evaluate: Nature as teacher |
| 45 | Henry Wadsworth Longfellow: “Psalm of Life,” ”Mezzo Cammin” | 178–80 | Supplemental Text 4C | Evaluate: The brevity of lifeShape Worldview: Evaluating the eternal value of one’s work |
| 46 | John Greenleaf Whittier: “Ichabod,” “First- Day Thoughts” | 181–83 | Teaching Help 4J | Evaluate: Inner light |
| 47 | James Russell Lowell: A Fable for Critics, ”The Courtin’” | 184–88 | Teaching Helps 4K–4MSupplemental Texts 4D–4E |  |
| 48 | Oliver Wendell Holmes: “Old Ironsides,” ”The Chambered Nautilus” | 189–92 |  | Evaluate: Spiritual self-improvement |
| 49 | Chapter 4 Review | 193 | Answers, pp. R10–R11 |  |
| 50 | Chapter 4 Test |
| Chapter 5: Major Romantics |
| 51–53 | Transcendentalism Ralph Waldo Emerson: Nature, “Self-Reliance” | 194–201 | Teaching Help 5ASupplemental Texts 5A–5B | Evaluate: TranscendentalismShape Worldview: Interrogating transcendentalists’ assumptions and responding biblically, Scripture’s denial of Emerson’s optimistic vision of the future, unbiblical view of children as exemplars of innocence, Emerson’s moral relativism answered, Emerson’s argument for the reliability of intuition challenged |
| 54–55 | Henry David Thoreau: “Civil Disobedience,” Walden | 202–11 | Teaching Helps 3G, 5B–5D | Evaluate: Applications of self-reliance |
| 56–57 | Walt Whitman: “Song of Myself,” “I Hear America Singing,” “A Noiseless Patient Spider,” “O Captain! My Captain!” | 212–18 | Teaching Helps 5E–5HSupplemental Text 5C | Evaluate: The self as divineShape Worldview: The insufficiency of nature alone to convey truth, contrasting Whitman’s expression of equality with the Bible’s |
| 58–59 | Edgar Allan Poe: “The Raven,” “Annabel Lee,” “The Cask of Amontillado” | 219–31 | Teaching Helps 5I–5KSupplemental Texts 5D–5F | Evaluate: Pessimistic view of man’s natureShape Worldview: The forfeiture of life for those guilty of premeditated murder |
| 60–62 | Nathaniel Hawthorne: “The Minister’s Black Veil,” “The Birthmark” | 232–54 | Supplemental Texts 5G–5H | Evaluate: View of God and manShape Worldview: The impossibility of hiding sin permanently, separation from God as the result of sin, prudence of preparing for death even as a young person, Scripture’s condemnation of envy |
| 63–64 | Herman Melville: “Bartleby, the Scrivener: A Story of Wall Street”  | 255–80 | Teaching Helps 5L–5O | Evaluate: Man’s responsibility to man and determinism |
| 65 | Chapter 5 Review | 281 | Answers, pp. R12–R14 |  |
| 66 | Chapter 5 Test |
| Chapter 6: Voices of Conflict |
| 67–68 | Literature Through the WarAbraham Lincoln: Gettysburg Address, Second Inaugural Address | 282–88 | Teaching Help 6A | Evaluate: Brotherly love and divine providence |
| 69 | Writing Lesson 3: Short Story | W5–W6 | Writing Rubric 3Writing Worksheet 3 |  |
| 70–71 | Ambrose Bierce: “An Occurrence at Owl Creek Bridge” | 289–97 |  | Evaluate: Pessimism |
| 72 | Frederick Douglass: Narrative of the Life of Frederick Douglass | 298–301 |  | Evaluate: The humanity of slaves |
| 73 | Negro Spiritual: “Go Down, Moses” | 302–4 | Teaching Help 6B | Evaluate: The Bible and slavery |
| 74 | Chapter 6 Review | 305 | Answers, pp. R15–R16 |  |
| 75 | Chapter 6 Test |
| Unit 3: American Realism and Naturalism: An Era of New Beginnings |
| Chapter 7: Regionalists |
| 76 | Unit 3: Realism and Naturalism | 306–11 | Teaching Helps 7A–7C | Shape Worldview: Biblical treatment of neighbors, regardless of their cultural or ethnic identity; biblical perspective on wealth; biblical perspective on individual worth and material wealth; genuine Christianity versus mere conformity; scriptural motivation behind many reform efforts; benefits of reading realists and naturalists |
| 77–79 | Regionalism Bret Harte: “The Boom in the Calaveras Clarion” | 312–25 | Teaching Help 7DSupplemental Text 3C | Shape Worldview: The Christian and offensive language |
| 80–81 | James Whitcomb Riley: “When the Frost Is on the Punkin” / Sarah Orne Jewett: “A White Heron” | 326–37 | Teaching Helps 7E–7G | Evaluate: Pleasure in ordinary lifeEvaluate: Valuing animal life |
| 82–84 | Emily Dickinson: Selected poems | 338–47 | Teaching Helps 7H–7K | Evaluate: Death and immortalityShape Worldview: Legitimacy of discernment in religion, tempering Dickinson’s view of the imagination with Scripture’s view |
| 85–86 | Kate Chopin: “Désirée’s Baby” | 348–54 | Teaching Helps 7L–7O | Evaluate: The Bible and racism |
| 87 | Chapter 7 Review | 355 | Answers, pp. R17–R18 |  |
| 88 | Chapter 7 Test |
| 89 | Midterm Review |
| 90 | Midterm Exam |
| Chapter 8: Realists and Naturalists  |
| 91–94 | Master Realists / Naturalism Henry James: The American | 356–76 | Teaching Help 8A | Shape Worldview: Contrasting secular realistic fiction with Christian realistic fictionEvaluate: Moral superiority |
| 95 | Writing Lesson 4: Historical Report | W7–W8 | Writing Rubric 4Writing Worksheet 4 |  |
| 96–98 | Mark Twain: The Adventures of Huckleberry Finn | 377–93 | Teaching Helps 8B–8CSupplemental Text 8A | Evaluate: Moral dilemma |
| 99–101 | William Dean Howells: “Editha” | 394–405 | Teaching Helps 8D–8G | Evaluate: Views on war |
| 102–4 | Stephen Crane: “God fashioned the ship of the world carefully,” “A man said to the universe,” “The Open Boat”  | 406–25 | Teaching Helps 8H–8J | Evaluate: NaturalismShape Worldview: Reminder that life is not limited to “under the sun” with its inherent frustrations but transcends to eternity, God not indifferent to human plight |
| 105–6 | Jack London: “The Law of Life” | 426–32 |  | Evaluate: Man as an animal |
| 107 | Chapter 8 Review | 433 | Answers, pp. R19–R20 |  |
| 108 | Chapter 8 Test |
| Unit 4: Modern American Literature: An Era of Pessimism |
| Chapter 9: Modern Poetry  |
| 109–10 | Unit 4: Modern American LiteratureImagism / Harlem Renaissance | 434–41 | Teaching Helps 9A–9B | Shape Worldview: American attitude toward wealth in the 1920s, discerning good and evil, understanding the heart, evaluating Marxist theory from Scripture |
| 111 | Edwin Arlington Robinson: “Miniver Cheevy,” “Richard Cory” | 442–47 |  | Evaluate: Modern themesShape Worldview: Biblical injunction to avoid comparison with others |
| 112–15 | Robert Frost: “The Gift Outright,” “The Road Not Taken,” “The Death of the Hired Man,” “Stopping by Woods on a Snowy Evening,” “Mending Wall,” “Birches” | 448–61 |  | Evaluate: WorldviewShape Worldview: The truth that God directs the path of a Christian |
| 116 | Edna St. Vincent Millay: “Sonnet XXVI” | 462–63 | Teaching Helps 9C–9E | Evaluate: Love and beauty |
| 117 | Imagists—Ezra Pound: “In a Station of the Metro” / William Carlos Williams: “The Red Wheelbarrow” / H.D.: “Heat” / Archibald MacLeish: “Ars Poetica” | 464–68 | Teaching Helps 9F–9G |  |
| 118 | T. S. Eliot: “Journey of the Magi” | 469–71 | Teaching Help 9H | Evaluate: Disillusionment or transformation |
| 119 | Carl Sandburg: “Chicago,” “Fog,” “Grass” | 472–77 | Teaching Helps 9I–9J | Evaluate: Socialistic view of the common manShape Worldview: The Christian and war |
| 120 | E. E. Cummings: “Somewhere i have never travelled,” “In Just-,” “r-p-o-p-h-e-s-s-a-g-r” | 478–82 | Teaching Helps 9K–9L |  |
| 121 | Theodore Roethke: “My Papa’s Waltz,” “Dolor” | 483–85 | Teaching Help 9M | Evaluate: ThemeShape Worldview: Work given to man by God |
| 122–24 | Harlem Renaissance Poets—Claude McKay: “If We Must Die,” “America” / Countée Cullen: “Yet Do I Marvel” / Langston Hughes: “Harlem [2],” “I, Too,” “Dream Variations” | 486–92 | Teaching Help 9N | Evaluate: Responses to social injustice |
| 125 | Chapter 9 Review | 493 | Answers, pp. R21–R23 |  |
| 126 | Chapter 9 Test |
| Chapter 10: Modern Prose |
| 127–28 | The Lost Generation / The Social IdealistsZora Neale Hurston: “How It Feels to Be Colored Me” | 494–500 | Teaching Helps 10A–10B | Evaluate: Ethnic identity and equalityShape Worldview: Evaluating differing responses to injustice |
| 129 | Writing Lesson 5: Poetry | W9–W10 | Writing Rubric 5Writing Worksheets 5A–5C  |  |
| 130–31 | James Thurber: “The Catbird Seat” | 501–7 | Teaching Help 10C | Evaluate: Humor |
| 132 | E. B. White: “Once More to the Lake” | 508–14 | Teaching Helps 10D–10E | Evaluate: Reminiscence |
| 133–35 | F. Scott Fitzgerald: “Winter Dreams” | 515–33 | Teaching Help 10F | Evaluate: The American DreamShape Worldview: The wrong of judging from the subjective standard of feelings |
| 136–37 | Ernest Hemingway: “In Another Country” | 534–39 | Teaching Help 10G | Evaluate: Echoes of Ecclesiastes |
| 138–40 | Thornton Wilder: The Happy Journey to Trenton and Camden | 540–54 | Teaching Help 10H | Evaluate: Traditional values |
| 141–42 | John Steinbeck: “Flight” | 555–69 | Teaching Helps 10I–10J | Shape Worldview: Scriptural truths and passages related to adulthoodEvaluate: Moral culpability |
| 143–44 | Eudora Welty: “A Worn Path” | 570–76 | Teaching Help 10K | Evaluate: HeroismShape Worldview: Showing sensitivity to others |
| 145 | Chapter 10 Review | 577 | Answers, pp. R24–R25 |  |
| 146 | Chapter 10 Test |
| Unit 5: Contemporary American Literature: An Era of Diversity |
| Chapter 11: Contemporary Poetry |
| 147 | Unit 5: Contemporary American Literature | 578–81 | Teaching Help 11A | Shape Worldview: The Bible’s perspective on material goods, biblical response to postmodernism |
| 148–49 | Contemporary American PoetryElizabeth Bishop: “The Fish,” “One Art” | 582–87 | Teaching Helps 11B–11C | Shape Worldview: Biblical attitude toward sin and sinners |
| 150 | Randall Jarrell: “The Death of the Ball Turret Gunner” | 588–89 |  | Evaluate: Response to war |
| 151 | William Stafford: “With Kit, Age 7, at the Beach,” “Bess” | 590–92 |  | Evaluate: Worldview |
| 152–54 | African American Poets Laureate—Robert Hayden: “Frederick Douglass” / Gwendolyn Brooks: “Life for my child is simple, and is good,” “The Explorer” / Rita Dove: “Rosa” | 593–98 | Teaching Helps 11D–11E |  |
| 155 | Sylvia Plath: “You’re,” “Stillborn” | 599–601 | Teaching Helps 11F–11G | Shape Worldview: Potential of confessional poems for believers |
| 156 | Billy Collins: “Introduction to Poetry,” “Workshop” | 602–5 | Teaching Help 11H |  |
| 157 | Li-Young Lee: “Eating Alone,” “Eating Together” | 606–8 |  |  |
| 158 | Chapter 11 Review | 609 | Answers, pp. R26–R28 |  |
| 159 | Chapter 11 Test |
| Chapter 12: Contemporary Prose |
| 160–62 | Contemporary American ProseRay Bradbury: “August 2026: There Will Come Soft Rains” | 610–17 | Teaching Helps 12A–12C | Evaluate: The end of the world |
| 163 | Writing Lesson 6: Literary Analysis Essay | W11–W12 | Writing Rubric 6Writing Worksheets 6A–6B |  |
| 164–66 | Flannery O’Connor: A Prayer Journal, “The Life You Save May Be Your Own” | 618–27 | Teaching Help 12D | Evaluate: Worldview and aestheticsShape Worldview: The importance of Scripture and the Holy Spirit for wisdom in life |
| 167–68 | John Updike: “Still of Some Use” | 628–32 | Teaching Help 12E | Evaluate: Presentation of divorce |
| 169–70 | Joyce Carol Oates: “Murder” | 633–37 |  | Shape Worldview: Biblical injunctions against gossip and persecution of others |
| 171–72 | Alice Walker: “My Mother’s Blue Bowl” | 638–41 |  | Evaluate: View of possessions |
| 173–74 | Amy Tan: “Two Kinds” | 642–50 | Teaching Help 12F | Evaluate: Actions of characters |
| 175–76 | Sandra Cisneros: “Straw into Gold: The Metamorphosis of the Everyday” | 651–54 | Teaching Help 12G | Shape Worldview: Importance of understanding people who differ from you as part of the believer’s mission |
| 177 | Chapter 12 Review | 655 | Answers, pp. R29–R30 |  |
| 178 | Chapter 12 Test |
| 179 | Final Review |
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