

AMERICAN LITERATURE, THIRD EDITION

Lesson Plan Overview

Days	Topic	Pages	Support Materials*	Bible Integration
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	Settlement The Iroquois Confederacy: “How the World Began”	6–18	Teaching Helps 1E–1H Supplemental Texts 1A–1B	Evaluate: Myth versus the Bible Shape 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 1G Supplemental Texts 1C–1D	Shape Worldview: God’s moral law written in hearts
5–6	John Smith: <i>The General History of Virginia, A Description of New England</i>	23–30	Teaching Helps 1I–1K	Evaluate: Worldview and bias
7–8	William Bradford: <i>Of Plymouth Plantation</i>	31–38	Teaching Helps 1C, 1L–1N Supplemental Text 1E	Evaluate: Divine Providence Shape 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: <i>Journal</i> , “A Model of Christian Charity”	39–45	Teaching Helps 1O–1S Supplemental Text 1F	Evaluate: Law and liberty Shape Worldview: Biblical evaluation of a husband’s treatment of his wife
11	Mary Rowlandson: “A Narrative of the Captivity”	46–52	Teaching Helps 1T–1U Supplemental Text 1G	Evaluate: God’s sovereignty Shape Worldview: Balancing Rowlandson’s perspective on Native American attacks with settlers’ lack of mercy and charity Shape 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	Puritanism Roger Williams: <i>A Key into the Language of America</i> / <i>The Bay Psalm Book</i> : “Psalm 23”	54–60	Teaching Helps 2A–2E Supplemental Texts 2A–2B	Shape Worldview: Perpetuating spiritual error Evaluate: View of Native Americans
16	Writing Lesson 1: Narrative Essay	W1–W2	Writing Rubric 1 Writing 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–2J Supplemental Text 2C	Evaluate: The human dimension Shape Worldview: Puritans’ view of spousal love patterned upon Christ’s love for the church, correcting one’s own unbiblical thinking

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19–20	Edward Taylor: "Meditation 6 (First Series)," "Huswifery," <i>God's Determinations</i> , "Upon a Spider Catching a Fly"	69–75	Teaching Helps 2K–2N	Evaluate: Worldview and aesthetics Shape 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 plight Shape Worldview: Necessity of heart knowledge for genuine belief
23–24	Samson Occom: <i>A Short Narrative of My Life</i> Red Jacket: "The Great Spirit Has Made Us All"	86–96	Teaching Help 2Q	Shape Worldview: Personal failings affecting others' acceptance of the gospel Evaluate: Race and religion
25	Chapter 2 Review	97	Answers, pp. R4–R6	
26	Chapter 2 Test			
Chapter 3: Literature of Revolution				
27–29	Deism Benjamin Franklin: <i>The Autobiography</i>	98–111	Teaching Helps 3A–3C Supplemental Texts 3A–3B	Evaluate: Moral example Shape 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: <i>The Crisis</i> , No. 1; <i>The Age of Reason</i>	117–25	Teaching Helps 3H–3K	Evaluate: Discernment in reading Shape Worldview: Use of name calling unbiblical
33	Thomas Jefferson: <i>Autobiography</i> , 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–4D Supplemental 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 2 Writing Worksheets 2A–2B	
42–43	James Fenimore Cooper: <i>The Deerslayer</i>	163–71	Teaching Helps 4E–4G Supplemental Text 4B	Evaluate: Racial and cultural differences Shape 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:	178–	Supplemental Text	Evaluate: The brevity of life

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	"Psalm of Life," "Mezzo Cammin"	80	4C	Shape 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: <i>A Fable for Critics</i> , "The Courtin'"	184–88	Teaching Helps 4K–4M Supplemental 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: <i>Nature</i> , "Self-Reliance"	194–201	Teaching Help 5A Supplemental Texts 5A–5B	Evaluate: Transcendentalism Shape 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," <i>Walden</i>	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–5H Supplemental Text 5C	Evaluate: The self as divine Shape 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–5K Supplemental Texts 5D–5F	Evaluate: Pessimistic view of man's nature Shape 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 man Shape 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 War Abraham 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 3 Writing Worksheet 3	
70–71	Ambrose Bierce: "An Occurrence at Owl Creek Bridge"	289–97		Evaluate: Pessimism

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72	Frederick Douglass: <i>Narrative of the Life of Frederick Douglass</i>	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 <i>Calaveras Clarion</i> ”	312–25	Teaching Help 7D Supplemental 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 life Evaluate: Valuing animal life
82–84	Emily Dickinson: Selected poems	338–47	Teaching Helps 7H–7K	Evaluate: Death and immortality Shape Worldview: Legitimacy of discernment in religion, tempering Dickinson’s view of the imagination with Scripture’s view
85–86	Kate Chopin: “ <i>Désirée’s Baby</i> ”	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: <i>The American</i>	356–76	Teaching Help 8A	Shape Worldview: Contrasting secular realistic fiction with Christian realistic fiction Evaluate: Moral superiority
95	Writing Lesson 4: Historical Report	W7–W8	Writing Rubric 4 Writing Worksheet 4	
96–98	Mark Twain: <i>The Adventures of Huckleberry Finn</i>	377–93	Teaching Helps 8B–8C Supplemental 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: Naturalism Shape 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

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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 Literature Imagism / 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 themes Shape 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: Worldview Shape 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 man Shape 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: Theme Shape 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 Idealists Zora Neale Hurston: “How It Feels to Be Colored Me”	494–500	Teaching Helps 10A–10B	Evaluate: Ethnic identity and equality Shape Worldview: Evaluating differing responses to injustice
129	Writing Lesson 5: Poetry	W9–W10	Writing Rubric 5 Writing 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	508–	Teaching Helps 10D–	Evaluate: Reminiscence

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	Lake”	14	10E	
133–35	F. Scott Fitzgerald: “Winter Dreams”	515–33	Teaching Help 10F	Evaluate: The American Dream Shape 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: <i>The Happy Journey to Trenton and Camden</i>	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 adulthood Evaluate: Moral culpability
143–44	Eudora Welty: “A Worn Path”	570–76	Teaching Help 10K	Evaluate: Heroism Shape 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 Poetry Elizabeth 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 Prose Ray 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 6 Writing Worksheets 6A–6B	
164–66	Flannery O’Connor: <i>A Prayer Journal</i> , “The Life You Save May Be Your Own”	618–27	Teaching Help 12D	Evaluate: Worldview and aesthetics Shape Worldview: The importance of Scripture and the Holy Spirit for wisdom in life

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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			
180	Final Exam			