

Puritanism (1600 - 1700) Syllabus

CCGPS Standards and "I Can" Statements

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

1. I CAN determine the meanings of unfamiliar words.
2. I CAN identify and explain allusions in the material I read.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. I CAN rewrite the plain writing style into today's standard English.

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

4. I CAN correctly cite evidence from the text in my writing.
5. I CAN correctly cite the evidence from the text that I use to support my answer.
6. I CAN critically review my written work and revise and edit it BEFORE turning it in for a grade.

ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

7. I CAN determine how writing differs from Native American to Puritanism while addressing similar themes.

Task 1 - Background on the Time Period

Get a copy of the work book named *Passing the CCGPS American Literature and Composition EOCT*

p. 35-36 - Read and complete the graphic organizer called "*The Early Colonial Period: 1600 - 1700.*"

The graphic organizer will be attached to your printed copy of this syllabus.

Task 2 - The Puritans - Some Background

In the RED literature book, read p. 9 – 13 (including the GREEN BOX on the Salem Witch Trials!), then **answer the following questions.**



1. According to the book, what three things of the Puritans have shaped the “American character?”
2. **T or F?** The Puritans believed that the everyday world and the spiritual world were closely related.
3. Where did the word “Puritan” come from?
4. How would the Puritans have viewed the concept of the separation of church and state?
5. Define the word persecution (use dictionary.com, if you want).
6. Describe the **persecution** that Puritans suffered in England.
7. Define the term “predestination.”
8. What 4 things did American Puritans come to value?
9. What were the two most common forms of expression in Puritan society? (p. 12, yellow box).
10. How might Puritan beliefs have helped increase the availability of basic education?

Task 3. Anne Bradstreet - Poetry

In the RED literature book, read p. 68 - 69, then answer the questions that follow ON YOUR OWN PAPER.

p. 68

1. TRUE or FALSE. - Anne Bradstreet is considered the writer who began the history of American poetry.
2. Bradstreet was influenced by William ____ and other great English poets, but what most determined the course of her life was not a ____ influence but a ____ one.

3. How did Bradstreet's poems get published in 1650?
4. Bradstreet is most remembered for a few _____, _____ lyrics about such things as the _____ of children, the _____ grandchildren, her love for her _____, her son's departure for _____, and her own _____ and _____.

p. 69, *Reading Focus*

5. What is the topic of the poem you are about to read?

p. 69, *Elements of Literature*

6. What is an INVERSION?

On p. 69-70, read the poem carefully.

THEN answer the following questions about the poem.

7. List two lines that are INVERSIONS; then rewrite them in the proper order.
8. What are some of the specific losses that Bradstreet dwells on in the first half of the poem?
9. Bradstreet speaks of another "house" in an **extended metaphor** at the end of the poem. What is this house, who is its builder, and how is it more perfect than the house she has lost?

Task 4 - William Bradford - Nonfiction

In the RED literature book, **read p. 27 AND 31-33 AND 35.** William Bradford's first hand (**nonfiction**) account of the Pilgrim's life at Plymouth. **THEN answer the following questions!!**

p. 27 - focus especially on these sections: *Reading Focus*, *Elements of Literature*, and *Background* then answer the following questions ON YOUR OWN PAPER.

1. What did the term "pilgrim" mean to the Puritans?
2. Describe the "plain style" of writing that the Puritans favored.
3. Bradford's accounts of the Plymouth settlement were meant not for immediate publication, as in a newspaper, but for what?

p. 31-33 - Read about William Bradford's first hand (NONFICTION) account of the Pilgrims' life at Plymouth.

From Chapter 11, *The Starving Time*

4. Why did so many people die that first winter at Plymouth?
5. As the crew begins to fall ill, how do the passengers treat the crew?

Indian Relations

6. At the beginning of the section, describe the relationship between the Indians and the Puritans.
7. How was peace made between the Indians and Puritans?

The First Thanksgiving

8. Contrast *The Starving Time* with *First Thanksgiving*. (Contrast means to show how they were different). You can do this in a paragraph, a chart or some other type of diagram.

p. 35 - *Elements of Literature*

9. Describe the "high" style of writing that was in fashion in England at the time.



Task 5 - Mary Rowlandson - Nonfiction (Captive)

In the RED literature book, read p. **39 AND 40-43** - Mary Rowlandson's first hand (**nonfiction**) account of being captured by Native Americans. **THEN answer the following questions.!**

p. 39 - Read the following sections: *Reading Focus*, *Elements of Literature*, and *Background*

1. What is an allusion? (the definition is right there on the page)
2. Why does Rowlandson use Biblical allusions in her writing?

Read p. 40-43 - *The Move to an Indian Village on the Ware River, Near Braintree (February 12 -27)*



4. How long did Mary and her child go without "there being not the least crumb of refreshment that came within either of [their] mouths...except only a little cold water"?
5. What kept Mary from ending her own life after her child died in her arms?
6. What price was her daughter sold for?
7. What did Mary (the writer) read that helped her realize that there was still mercy and blessings for her? (Be specific in your answer)

Task 6 - Plain Writing Style

Questions about Bradford's and Rowlandson's "plain" writing style.

1. Rewrite the following "plain" style sentence in your own words.

"It was nine days from the first wounding, in this miserable condition, without any refreshing of one nature or another, except a little cold water."

2. Rowlandson makes two Biblical allusions in the pages you read.

a. **find one** - write the page number **AND** the line(s) containing the allusion.

(**HINT:** the numbered footnotes at the bottom of the pages will help you find them.)

b. **Explain** the allusion.

3. Find **four** words that are unfamiliar to you in either the Bradford or Rowlandson readings.

a. Write the words and their definitions.

b. Find at least 2 synonyms of each of these words that are used in today's vernacular.

Task 6 - Fear and Persecution: The Salem Witch Trials

Background on the Salem Witch Trials

Click on the link below and watch the entire video, then answer the questions below.

<http://assignments.discoveryeducation.com/?cdPasscode=T3661-40D6>

1. What was the spark that started the witch hunt hysteria in Salem in 1692?
2. Why was it common for someone accused of witchcraft to confess even though they were not a witch?

Task 7. The Crucible

Watch the film *"The Crucible,"* then answer the following questions in well-developed paragraphs.

1. Describe an instance where someone persecutes someone else.
2. Describe a different instance where someone is persecuted.
3. How do the girls use fear and persecution to influence the town?
4. Why is Elizabeth's lie the turning point in the play?
5. Why does John Proctor refuse to admit to witchcraft?



6. Culminating paragraphs - CHOOSE ONE of the following questions in separate, well-written paragraphs, making sure you cite specific examples from the story to support your answer.

Question 1. Discuss the role that grudges and personal rivalries play in the witch trial hysteria.

Pick one character with a grudge or rivalry and discuss how that character's attitude added fuel to the fire of persecution and hysteria.

Question 2. Some of the themes of *The Crucible* include the following: self-preservation, greed, lust, and mass hysteria. **Discuss EACH and give specific examples that illustrate each theme from the story.**

Task 8. Semester Final Exam Project

1. The Semester Final Exam Project is your final exam in this course and counts as a final exam grade.

It is a Power Point presentation, in which you will reflect upon what you learned in each unit you complete in your English class, you will reflect upon what you did, what standards were addressed and what you learned in each task.

Instead of waiting until the end of the semester to complete this final exam, you will work on it as you complete each unit. That way your final exam will be finished when you complete your last unit for this course.

2. Get the instructions for the Final Exam Project from your teacher.

Task 9. Grade Yourself

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work and the completed rubric to your teacher to discuss your work and your grade.