Native American and Colonial Literature Review
American Literature

Native American Literature
- Reason for oral tradition
- Why were Native American stories set to music? value of repetition?
- What are the purposes of a myth? types of myths?
- What are characteristics of creation myths?
- How is the Native American view of nature reflected in their myths?
- “The World on the Turtle’s Back” and “When Grizzlies Walked Upright”
  - How they explain natural phenomena
  - Similarities with the biblical creation story
  - How the myths reflect the culture, their views on nature

Colonial Notes
- What are the three essential beliefs of Puritans?
- What are the four qualities of Puritan life?
- What are characteristics of Puritan literature?
- Jamestown, Plymouth, and Massachusetts Bay
  - Why were they founded? (Why did the settlers go to each of these places?)
  - By whom were they founded?
  - When were they founded?
  - Where were they located?
- Which group arrived on the Mayflower?
- Why did Jamestown fail?
- What was the main source of literature for the Puritans?
- Who were the “separatists”?
- Why was Harvard University established?
- Why were public schools established?
- Who was John Smith and what was his role at Jamestown?
- Which colonists were forced to borrow money for their trip to the New World?

Primary Sources
- What are they, and what is their value?
- La Relación
  - God’s mercy
  - Value of primary sources
  - Relationships with Indians
  - Role of Medicine Men
- Of Plymouth Plantation
  - Samoset/Squanto/Massasoit
  - Provisions of the treaty; who received greater benefit and why?
  - Hardships; God’s providence
  - Contrast with La Relación
- The Interesting Narrative of the Life of Olaudah Equiano
  - Equiano’s belief in “spirits”, his treatment by the white men; his youth and inexperience
  - his discussion of “nominal Christians”
  - the narrative as propaganda; for whom?
Puritan Life

• “Sinners in the Hands of an Angry God”
  • Imagery, metaphor; persuasion—how/why those were used
  • Use of persuasive techniques
  • View of God as compared to other writers

• Puritan Poetry
  • Why is Bradstreet notable?
  • Tone, style, and subject of puritan poetry
  • Inverted syntax, apostrophe, conceit, rhetorical questions, allusion
  • View of God compared to other writers

Essay (25 points)

In his book *A History of the American People* (1997), Paul Johnson addresses the difficult challenge faced by those who created America when he asks if it is possible to mix “the desire to build a perfect community” with the desire to get things and be successful.

In an essay of multiple paragraphs, discuss the presence in the literature that we have read from this period of both desires that Johnson mentions. Your essay should combine the answers to the questions below in a logical way and should not be simply list of answers to the questions below.

Questions to answer and things to think about:

• What, basically, is Johnson saying?
• Is there really a conflict between the two things that Johnson mentions?
• Where is “the desire to build a perfect community” seen in the writings of this period? Whose writing shows this? How?
• Where is the desire to get things and be successful seen in the writings of this period? Whose writing shows this? How?

Things we read that you should think about:

• Cabez de Vaca, *La Relación*
• Bradford, *Of Plymouth Plantation*
• Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
• Edwards, “Sinners in the Hands of an Angry God”
• Bradstreet, “Upon the Burning of Our House”
• Taylor, “Huswifery”
• Wiggesworth, “God’s Controversy”
• Wesley, “On the Birthday of a Friend”

You will need to include AND UNDERLINE a Thesis Statement in the first paragraph of your essay that sets the course for the rest of your writing in a detailed, specific way.

You will need to begin your CONCLUSION with a Theme Statement that generalizes your understanding of the lessons of this unit. Write your theme statement in the following format:

The works of the _____________________________ are about _____________________________________

Literary period topic/abstract concept

_____________________________ and reveal that ____________________________________________

Supportable, general statement about the topic/concept
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor (1)</th>
<th>Below Average (2)</th>
<th>Average (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>I can find no thesis statement.</td>
<td>An attempt was made to construct a thesis statement but it offers little or no direction for the paper.</td>
<td>The thesis is simple or run-on sentence and/or a simple restatement of the prompt that does offers little direction of the essay.</td>
<td>The thesis statement is a simple or run-on sentence and/or a restatement of the prompt that offers some direction but doesn’t address the entire prompt.</td>
<td>The thesis statement is a complex statement that clearly gives the reader the direction by addressing the entire prompt.</td>
</tr>
<tr>
<td>Organization</td>
<td>The essay is unclear with no organization.</td>
<td>The main points of the essay are ambiguous or often drift from the established purpose.</td>
<td>Writing has minimal organization and lacks focus.</td>
<td>Writing follows a logical organization, but sometimes drifts from the thesis and/or sentences are simple and lack depth.</td>
<td>Writing is clear, logical, and very organized around a developed thesis.</td>
</tr>
<tr>
<td>Support</td>
<td>The essay does not attempt to support a thesis.</td>
<td>The evidence provided does not support the thesis and/or does not address the topic, or falls completely into summarization.</td>
<td>The use of evidence from at least 3 works is minimal, repetitive, or falls into plot summary without specific detail, but it does support the thesis.</td>
<td>Evidence is demonstrated from at least 3 works from the period, although some may be vague or incorrectly applied. Demonstrates a partial understanding of the requirements of the prompt.</td>
<td>Every point is clearly supported by strong textual evidence from at least 4 works to denote a clear understanding of the foundational nature of the literary period.</td>
</tr>
<tr>
<td>Conclusion and Theme Statement</td>
<td>Conclusion is irrelevant or non-existent.</td>
<td>Conclusion does not actually conclude anything about the argument or THERE IS NO THEME STATEMENT.</td>
<td>Conclusion and Theme Statement contains mostly repetitive material, falls into rambling to occupy space, and/or does not include a theme that extends beyond the literature itself.</td>
<td>Conclusion and Theme Statement exist, but contain some repetitive material but some original points are asserted.</td>
<td>Conclusion and Theme Statement add to the argument instead of simply restating previously mentioned material. Answers the question “So what”?</td>
</tr>
<tr>
<td>Grammar/ Punctuation</td>
<td>The essay has so many basic grammar errors and punctuation errors that the essay cannot be readily understood.</td>
<td>The essay has many grammar and punctuation errors but the meaning is somewhat clear.</td>
<td>The essay has three or more major errors and multiple minor errors, but almost all sentences are clear and understandable.</td>
<td>The essay has one or two major errors and/or spelling mistakes. There may be multiple minor errors as long as they do not interfere with understanding.</td>
<td>The essay has no major errors (comma splices, run ons, sentence fragments) and very few minor errors. Any minor errors do not interfere with the understanding of the essay.</td>
</tr>
</tbody>
</table>