English 10h purple Syllabus Two

Mr. McCullough Rm. 215

 “I went to the woods because I wished to live deliberately.”

 Henry David Thoreau

10/1 A-K Read the excerpts from Alvar Nunez Cabeza de Vaca’s *Adventures in the*

*Unknown Interior of America* and John Smith’s “The General History of Virginia.”

L-Z Same as above. I’ll be emailing you a worksheet, which you will complete and email to me as an attachment by the end of class.

10/2 L-Z Read the excerpt from William Bradford’s “Of Plymouth Plantation;” Anne Bradstreet’s “To My Dear and Loving Husband” and “Here Follows Some Verses Upon the Burning of Our House;” and the excerpt from Jonathan Edward’s “Sinners in the Hands of an Angry God.”

 DE2: (pious) Given the severity of the challenges they faced, what pragmatic purpose did the Puritans’ extreme religious devotion serve?

 A-K Same as above. At the start of class submit DE2 as an attachment to an email.

 At the end of class submit your discussion notes.

10/7 A-Z Read the excerpt from Benjamin Franklin’s autobiography.

10/8 A-K Read the Declaration of Independence.

DE3: (inalienable) Explain the phrase “all men are created equal.” What exactly does that mean? Also, is there an inherent conflict between the concepts of freedom and equality. Can they coexist intact?

 L-Z Same as above. At the start of class submit DE3 as an attachment to an email.

 At the end of class submit your discussion notes.

10/9 L-Z Read Phillis Wheatley’s “On Being Brought From Africa to America,” “To the University of Cambridge, in New England,” and “To His Excellency General Washington.”

DE4: (chattel) What can we learn from the poetry of Phillis Wheatley about the inner life of a young enslaved woman in a country purportedly dedicated to freedom and equality?

 A-K Same as above. At the start of class submit DE4 as an attachment to an email.

 At the end of class submit your discussion notes.

10/15 A-K Paper 1: An explanation of the broader implications of the Cabeza de Vaca

and/or Smith excerpts; or an expanded and polished DE2; Wheatley, open topic; or an analysis of the Franklin excerpts; or an expanded and polished DE3.

L-Z Read William C. Bryant’s “Thanatopsis” and Edgar Allan Poe’s “The Raven.”

10/16 L-Z Paper 1: An explanation of the broader implications of the Cabeza de Vaca

and/or Smith excerpts; or an expanded and polished DE2; Wheatley, open topic; or an analysis of the Franklin excerpts; or an expanded and polished DE3.

A-K Read William C. Bryant’s “Thanatopsis” and Edgar Allan Poe’s “The Raven.”

10/21 A-Z Today we’ll discuss romanticism and Bryant’s and Poe’s poems.

10/22 A-K Read Washington Irving’s “Rip Van Winkle.”

DE5: (vituperative) If this story is to be read as a cautionary tale, what might Irving be saying? As ever, be sure to support your claims with specific evidence from the text.

 L-Z Same as above. At the start of class submit DE5 as an attachment to an email.

 At the end of class submit your discussion notes.

10/23 L-Z Read Ralph Waldo Emerson’s “Self-Reliance” and “Nature.”

 DE6: (august) Pick a line or two that strike you and react.

 A-K Same as above. At the start of class submit DE6 as an attachment to an email.

 At the end of class submit your discussion notes.

10/28 A-Z Read Nathaniel Hawthorne’s “The Minister’s Black Veil.”

10/29 A-K Read the excerpt from Henry David Thoreau’s “Walden.”

DE7: (contemplative) From what you’ve learned of Thoreau’s ideas from the excerpt, what would he have to say about how you’re living your life?

 L-Z Same as above. At the start of class submit DE7 as an attachment to an email.

 At the end of class submit your discussion notes.

10/30 L-Z Read Herman Melville’s “Bartleby the Scrivener.”

 A-K Same as above.

11/4 A-Z Read the excerpt from Richard Henry Dana’s *Two Years Before the Mast*.