

American Literature

A Survey Course

English 3

Third Edition

Janice Campbell

Excellence in Literature: Reading and Writing through the Classics

Introduction to Literature (English I)

Literature and Composition (English II)

American Literature: A Survey Course (English III)

British Literature: A Survey Course (English IV)

World Literature: A Survey Course (English V)

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Contents

Introduction	7
Overview and Objectives	9
Excellence in Literature Pacing Chart	15
Getting Started	18
Frequently Asked Questions	22
How to Read a Book	28
Questions to Consider as You Read	33
How to Write an Essay	34
The Writing Process	35
Topic Sentence Outline	38
Discerning Worldview through Literary Periods	41
Using EIL in a Classroom	45
Quick Guide to Excellence in Literature Learning Tools	48
<i>Autobiography</i> by Benjamin Franklin (1706–1790)	49
Context Resources	50
Assignment Schedule	57
<i>Rip Van Winkle</i> and <i>The Legend of Sleepy Hollow</i> by Washington Irving (1783–1859) and selected works by Henry Wadsworth Longfellow (1807–1882)	59
Context Resources	61
Assignment Schedule	66
<i>The Last of the Mohicans</i> by James Fenimore Cooper (1789–1851)	68
Context Resources	70
Assignment Schedule	75
<i>The House of Seven Gables</i> by Nathaniel Hawthorne (1804–1864)	77
Context Resources	78
Assignment Schedule	83

<i>Moby Dick</i> by Herman Melville (1819–1891)	85
Context Resources	86
Assignment Schedule	91
<i>The Adventures of Huckleberry Finn</i> by Mark Twain (1835–1910)	93
Context Resources	94
Assignment Schedule	101
<i>House of Mirth</i> by Edith Wharton (1862–1937)	103
Context Resources	104
Assignment Schedule	109
<i>The Great Gatsby</i> by F. Scott Fitzgerald (1896–1940)	111
Context Resources	112
Assignment Schedule	116
<i>The Old Man and the Sea</i> by Ernest Hemingway (1899–1961)	119
Context Resources	120
Assignment Schedule	126
Honors	128
Excellence in Literature: Assignment Checklist	130
Excellence in Literature: Student Evaluation Summary	131
Formats and Models	133
Approach Paper Format	134
Approach Paper Model	135
Historical Approach Paper Format	137
Historical Approach Paper Model	138
Author Profile Format	139
Author Profile Model	140
Literature Summary Format	141
Literature Summary Model	141
Literary Analysis Model	142
Sample Poetry Analysis Model	144
MLA Format Model	147
How to Evaluate Writing	150
How to Use a Writer’s Handbook for Instructive Evaluation	150
Excellence in Literature Evaluation Rubric	152
Glossary	153
Selected Resources	162

*Note: Assignments marked with an asterisk have instructions and a model for imitation. See Formats and Models chapter for details.

Excellence in Literature Pacing Chart					
Suggested Pacing of Modules: Move through all nine modules every year, adapting your pace as needed.					
WEEK	What to Read	What to Write	Module Focus	Optional Honors Reading	Optional Honors Writing
1	Module 3.1 Introduction, <i>Autobiography</i> , and Context Resources	Author Profile*	Colonial autobiography	<i>The Autobiography of Thomas Jefferson; Letters from an American Farmer</i>	Approach Paper*
2		Copy Franklin's goals; compose your own.			
3	Write a first draft and turn in for feedback.				
4	Edit and revise assignment; turn in.				
5	Module 3.2 Introduction, <i>Rip Van Winkle, The Legend of Sleepy Hollow</i> , and Context Resources	Author Profile*	Romanticism; adapting old plot to new story	Choice of Irving texts, plus <i>Evangeline</i> or <i>Hiawatha</i>	Approach Paper*
6		Historical Period/Event Approach Paper* on American Romanticism			
7	Write a first draft and turn in for feedback.				
8	Edit and revise assignment; turn in.				
9	Module 3.3 Introduction, <i>The Last of the Mohicans</i> , and Context Resources	Author Profile*	Early American Literature; French and Indian War	<i>The Pioneers</i> by Cooper	Approach Paper*
10		Historical Period/Event Approach Paper* on the French and Indian War			
11	Write a first draft and turn in for feedback.				
12	Edit and revise essay; turn in.				
13	Module 3.4 Introduction, <i>The House of Seven Gables</i> , and Context Resources	Author Profile*	Consequences of ideas; uses of poetry	<i>The Scarlet Letter</i> by Hawthorne <i>Walden</i> by Thoreau	Approach Paper*
14		List and define the seven deadly sins and the cardinal virtues; discuss.			
15	Write a first draft and turn in for feedback.				
16	Edit and revise essay; turn in.				

*Note: Assignments marked with an asterisk have a model for imitation. See Formats and Models chapter for details..

Excellence in Literature Pacing Chart					
Suggested Pacing of Modules: <i>Move through nine modules each school year, adapting your pace as needed.</i>					
WEEK	What to Read	What to Write	Module Focus	Optional Honors Reading	Optional Honors Writing
17	Module 3.5 Introduction, <i>Moby Dick</i> , and Context Resources	Author Profile*	Elements of tragedy; tragic flaw; 19th C. whaling	<i>Billy Budd</i> by Melville	Approach Paper*
18		Historical Period/Event Approach Paper* on whaling. Optional: compare character names			
19	Write a first draft and turn in for feedback.				
20	Edit and revise assignment; turn in.				
21	Module 3.6 Introduction, <i>Huckleberry Finn</i> , and Context Resources	Author Profile*	American Realism; use of irony and humor	<i>Narrative of the Life of Frederick Douglass</i> and/or <i>Tom Sawyer</i>	Approach Paper*
22		Approach Paper*			
23	Write a first draft and turn in for feedback.				
24	Edit and revise essay; turn in.				
25	Module 3.7 Introduction, <i>House of Mirth</i> , and Context Resources	Author Profile*	Naturalism; literary allusions; the novel as social criticism	<i>The Age of Innocence</i> and/or <i>Daisy Miller</i>	Approach Paper*
26		Historical Period/Event Approach Paper* on the Gilded Age; letter from Lily			
27		Write a first draft and turn in for feedback.			
28	Edit and revise assignment; turn in.				
29	Module 3.8 Introduction, <i>The Great Gatsby</i> , and Context Resources	Author Profile*	Modernism; the American Dream	<i>My Antonia</i> or <i>Jayber Crow</i>	Approach Paper*
30		Historical Period/Event Approach Paper* on the Roaring Twenties			
31		Write a first draft and turn in for feedback..			
32		Edit and revise assignment; turn in.			

33	Module 3.9 Introduction, <i>The Old Man and the Sea</i> , Context Resources	Author Profile*		Novella form; changes in narrative perspective; modern prose style	
34		Write a first draft and turn in for feedback.			
35					<i>A Moveable Feast</i>
36		Edit and revise assignment; turn in.			Approach Paper*

Quick Guide to Excellence in Literature Learning Tools

This handy chart will help you remember some EIL basics.

<p>Writing Process</p> <ol style="list-style-type: none"> 1. Read/Research 2. Think on Paper 3. Organize 4. Write 5. Revise <p>p. 35</p>	<p>Formats and Models</p> <ul style="list-style-type: none"> • Approach Paper Model • Historic/Event Approach Paper Model • Author Profile Model • Literature Summary Model • Literary Analysis Model • Poetry Analysis Model • MLA Format Model <p>p. 133</p>	<p>Honors Texts</p> <ul style="list-style-type: none"> • <i>The Autobiography of Thomas Jefferson; Letters from an American Farmer</i> • Choice of Irving texts, plus <i>Evangeline</i> or <i>Hiawatha</i> by Longfellow • <i>The Pioneers</i> by Cooper • <i>The Scarlet Letter</i> by Hawthorne • <i>Walden</i> by Thoreau • <i>Billy Budd</i> by Melville • <i>Narrative of the Life of Frederick Douglass</i> and/or <i>Tom Sawyer</i> by Twain • <i>The Age of Innocence</i> by Wharton and/or <i>Daisy Miller</i> by James • <i>My Antonia</i> by Cather or <i>Jayber Crow</i> by Berry • <i>A Moveable Feast</i> by Hemingway 	<p>Focus Texts</p> <ul style="list-style-type: none"> • <i>Autobiography</i> by Franklin • <i>Rip Van Winkle and The Legend of Sleepy Hollow</i> by Irving • <i>The Last of the Mohicans</i> by Cooper • <i>The House of Seven Gables</i> by Hawthorne • <i>Moby Dick</i> by Melville • <i>Huckleberry Finn</i> by Twain • <i>House of Mirth</i> by Wharton • <i>The Great Gatsby</i> by Fitzgerald • <i>The Old Man and the Sea</i> by Hemingway
<p>Basic Literary Periods</p> <ul style="list-style-type: none"> • Medieval • Renaissance • Neoclassical • Romantic • Realist • Modernist <p>p. 41</p>	<p>MLA Page Setup</p> <ul style="list-style-type: none"> • 1" margins • Times New Roman or similar font • 12 point font size <p>p. 147</p>	<p>Tip: Remember to space once, not twice, after terminal punctuation (periods, question marks, etc.).</p>	<p>Necessary Resources</p> <ul style="list-style-type: none"> • writer's handbook
<p>Pencil Annotations</p> <ul style="list-style-type: none"> • Draw vertical line beside important paragraphs. • Underline important ideas or themes. 	<p>Learning Cycle</p> <p>Weeks 1 & 2</p> <ul style="list-style-type: none"> • Read text and context resources. • Do a short assignment each week. <p>Week 3</p> <ul style="list-style-type: none"> • Write essay or creative assignment. <p>Week 4</p> <ul style="list-style-type: none"> • Turn in for evaluation of content and organization. • Revise assignment according to evaluation feedback. • Turn in for evaluation of all standards on rubric. 	<p>What to do for the optional Honors Track:</p> <ul style="list-style-type: none"> • Read honors texts. • Do approach paper on one honors text. • Write research paper. • Take CLEP test (optional). <p>p. 128</p>	<p>Optional Resources</p> <ul style="list-style-type: none"> • dictionary • thesaurus • calendar for scheduling • English notebook to store your papers <p>p. 18</p>
<p>Inside covers</p> <ul style="list-style-type: none"> • List characters in order of appearance. • Make a timeline of events in the story. • Note context items to look up. <p>p. 29</p>	<p>Word Count Equivalent</p> <ul style="list-style-type: none"> • 250 words = one double-sided page typed in MLA format 	<p>Prerequisites for Success</p> <ul style="list-style-type: none"> • Have grade-level skills in language arts. <p>Commitment to</p> <ul style="list-style-type: none"> • read instructions; • refer to a writer's handbook as needed; • revise according to feedback. <p>p. 9</p>	<p>Remember</p> <ul style="list-style-type: none"> • Follow weekly schedule for each module. • Use the Formats and Models as a guide. • If you have questions about grammar, style, or mechanics, consult your writer's handbook.
<p>Evaluation Criteria</p> <ul style="list-style-type: none"> • Content <ul style="list-style-type: none"> • ideas/concepts • organization • Style <ul style="list-style-type: none"> • voice • sentence fluency • word choice • Mechanics <ul style="list-style-type: none"> • conventions • presentation <p>p. 150</p>	<p>Websites to Remember</p> <ul style="list-style-type: none"> • Context Resources: www.Excellence-in-Literature.com • Writing Reference at Purdue Online Lab: owl.english.purdue.edu/owl/ 		

Module 3.1

Autobiography by Benjamin Franklin (1706–1790)

*Those who would give up Essential Liberty to purchase a little Temporary Safety,
deserve neither Liberty nor Safety.*

—Benjamin Franklin

Focus Text

Autobiography by Benjamin Franklin

Honors Texts

The Autobiography of Thomas Jefferson

<http://libertyonline.hypermall.com/Jefferson/Autobiography.html>

Letters from an American Farmer by J. Hector St. John De Crèvecoeur

[http://excellence-in-literature.com/american-lit/e3-resources/
letters-from-an-american-farmer-by-crevecoeur](http://excellence-in-literature.com/american-lit/e3-resources/letters-from-an-american-farmer-by-crevecoeur)

OR <http://xroads.virginia.edu/~hyper/CREV/home.html>

Excerpts of your choice from Fox's *Book of Martyrs* (optional)

<http://www.ccel.org/f/foxe/martyrs/home.html>

Literary Context

Neoclassical

Module Focus

We will focus on the literature of Colonial America, the art of autobiography, as well as the influences of Puritan thought and the Age of Reason (also known as the Enlightenment).

Introduction

Benjamin Franklin is one of America's most interesting historical figures. Like Leonardo da Vinci, Franklin had many interests, including writing, politics, invention, music, and more. His autobiography is so interesting and well-written that it has never gone out of print.

Something to think about ...

Most of Benjamin Franklin's life was lived in the American colonies while they were under British rule, but he was an early and articulate advocate for the formation of a union of the colonies, and he worked actively to make the new union a reality. Might the value he placed on self-government have been a legacy of his Puritan upbringing?

Be sure to notice ...

As you read through the resources in this chapter, compare Franklin's writing style with the writing style of others in the context resources. Is Franklin's style more or less effective in communicating his ideas? What are the elements that draw you into the narrative?

Context Resources

Readings

The *Outline of American Literature*, published by the U.S. Information Agency, offers an excellent introduction to writers of the Revolutionary era. Do not miss this, as it will give you an idea of the difficulties that faced writers in the new country. Here is one brief excerpt, "American books were harshly reviewed in England. Americans were painfully aware of their excessive dependence on English literary models. The search for a native literature became a national obsession."

[http://excellence-in-literature.com/american-lit/e3-resources/
ch-2-outline-of-american-literature-by-kathryn-vanspanckeren](http://excellence-in-literature.com/american-lit/e3-resources/ch-2-outline-of-american-literature-by-kathryn-vanspanckeren)

Literary Context

These writings from other colonial authors will help round out your picture of Benjamin Franklin's world.

Personal Narrative by Jonathan Edwards:

<http://excellence-in-literature.com/american-lit/e3-resources/personal-narrative-by-jonathan-edwards-2>

You will also find this narrative hosted at the Yale University's Jonathan Edwards site: <http://edwards.yale.edu/major-works/personal-narrative/>

Read "Satisfaction in God," a very brief sermon by Cotton Mather, one of the most prominent Puritan leaders of the early colonial era.

<http://excellence-in-literature.com/excellence-in-lit/american-lit/satisfaction-in-god-by-cotton-mather>

OR <http://www.puritansermons.com/reformed/mather1.htm>

Ben Franklin and Cotton Mather: Although the genial humanist and the strict Puritan seemed poles apart, this interesting article from the University of Houston's College of Engineering suggests otherwise. This will give you a unique perspective on Franklin's values and ideas. If you prefer to listen to the essay, just click on the audio link listed at the top of the page. Do not miss this!

<http://www.uh.edu/engines/epi1611.htm>

William Bradford:

William Bradford was the first governor of the Plymouth colony and a leading Puritan Separatist. Read background information about him and excerpts from his journal at the Pilgrim Hall Museum site:

http://www.pilgrimhallmuseum.org/william_bradford.htm

Read brief excerpts from Bradford's journal, *Of Plymouth Plantation*:

<http://www.histarch.uiuc.edu/plymouth/bradford.html>

If you have the *Norton Anthology of American Literature* (an older edition is fine) you may also read other excerpts, including Chapter I; Chapter IV, particularly the last three paragraphs; the last two paragraphs of Chapter IX; from "Afterwards they directed their course ..." to "... have all the praise."

The full text of Bradford’s journal (with the original creative spelling) can be found at Project Gutenberg:

http://www.gutenberg.org/files/24950/24950-h/24950-h.htm#no_1

John Winthrop:

“A Model of Christian Charity”

<http://excellence-in-literature.com/excellence-in-lit/american-lit/a-modell-of-christian-charity-by-john-winthrop>

Roger Williams:

Roger Williams did some interesting research on the Narragansett Indian language.

Take a look at *A Key Into the Language of America* at:

<http://archive.org/details/keyintolanguage001will>

Read *The Bloody Tenet of Persecution for the Cause of Conscience* in your anthology, or online at:

<http://www.reformedreader.org/rbb/williams/btp.htm>

The Author’s Life

Although we are reading Franklin’s autobiography, it covers only a portion of his life.

You will need additional resources to fill in the gaps. There are many excellent biographies to choose from. You may select any middle-grade or young adult biography from your library, or use the resources below to learn more.

The Electric Franklin is an outstanding resource with an interesting selection of multimedia resources to help you learn more about Franklin and his life. This is an important and well-done resource, so do not skip any sections.

<http://www.ushistory.org/franklin/index.htm>

The Franklin Institute Science Museum offers a brief article with many links that cover his role as a scientist and inventor.

<http://sln.fi.edu/franklin/rotten.html>

The U.S. State Department offers an interesting article called “Benjamin Franklin, America’s First International Celebrity.” It focuses on Franklin’s accomplishments as a diplomat to France during the American war for independence.

<http://excellence-in-literature.com/excellence-in-lit/american-lit/e3-resources/meet-benjamin-franklin-by-stephen-kaufman>

At the Ben Franklin Tercentenary website, you will find an interactive timeline with exhibits, games, videos, and more. You will need a fast Internet connection for this entertaining resource:

http://www.benfranklin300.org/online_exhibitions.html

Poetry

Anne Bradstreet was one of the first American poets, and her life and work evoke a vivid picture of Colonial America and reflect not only her Puritan faith, but also her love of family. Her work can be placed in the literary context of Renaissance (also known as Augustan) literature with its interest in the classical world, the humanities, and the practical application of religion.

Anne Bradstreet biography and links:

<http://www.annebradstreet.com/>

If you find Bradstreet interesting, you may want to read the book *Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet* by Douglas Wilson. This is part of the Leaders in Action Series.

Read at least six Bradstreet poems:

<http://excellence-in-literature.com/american-lit/e3-resources/anne-bradstreet-poetry>

John Newton’s “At the Close of the Year”

<http://excellence-in-literature.com/excellence-in-lit/american-lit/at-the-close-of-the-year-by-john-newton>

“Light Shining Out of Darkness” by William Cowper (pronounced Cooper)

<http://excellence-in-literature.com/excellence-in-lit/american-lit/light-shining-out-of-darkness-by-william-cowper>

Audio

Listen to an audio essay from the University of Houston's College of Engineering on the interesting relationship between Benjamin Franklin and Cotton Mather. This will give you a unique perspective on Franklin's values and ideas. (If you prefer to read the essay, the transcript is included on the page.)

<http://www.uh.edu/engines/epi1611.htm>

Video

C-Span has an online video archive of its American Writers: A Journey Through History series. You may also find these at your local library. Watch the videos about Benjamin Franklin and William Bradford.

PBS offers a fascinating series of "webisodes" based on Joy Hakim's *A History of US*. Check out the ones related to "Independence" and "Revolution," plus any others you find interesting.

<http://www.pbs.org/wnet/historyofus/>

Visual Arts

There is a statue of Benjamin Franklin in the nation's capitol. Look at it and read the story of its acquisition and the reasons that the artist chose to depict Franklin as he did.

http://www.senate.gov/artandhistory/art/artifact/Sculpture_21_00008.htm

Franklin is depicted as one of the signers of the First Treaty of Peace with Great Britain in an 1874 painting. Click on the image to see it at a larger size.

http://www.senate.gov/artandhistory/art/artifact/Painting_33_00021.htm

Music

Franklin enjoyed playing stringed instruments. He even invented a musical instrument, the glass armonica, which you can see and hear at the Franklin Institute website.

<http://www.fi.edu/learn/sci-tech/armonica/armonica.php?cts=benfranklin-recreation>

Be sure to visit this site and to play an online version of the glass armonica. You may even be able to replicate it with a visit to your kitchen cupboards!

<http://sln.fi.edu/franklin/musician/virtualarmonica.html>

Modern-day glass armonica player William Zeitler has put together an excellent, well-researched website detailing the history of the instrument. If you want to learn more about it, click on the “History” link at the top of the page, and browse through the various interesting articles.

<http://www.glassarmonica.com/>

Listen to William Zeitler play Tchaikovsky’s “Dance of the Sugar Plum Fairy” on the glass armonica (other unseen instruments provide accompaniment).

<http://excellence-in-literature.com/excellence-in-lit/american-lit/e3-resources/glass-armonica-tchaikovsky>

Franklin attended the London concert where the composer Georg Friedrich Händel conducted *The Messiah* just eight days before he died. If you do not have a recording of this beautiful composition, listen to my favorite recording by the Academy of Ancient Music (<http://www.aam.co.uk>). The CDs by the Academy of St. Martin-in-the-Fields conducted by Sir Neville Marriner are also good. As you listen, imagine Franklin’s experience of listening to the performance with Handel himself conducting. You can find more information about Handel and *The Messiah* here:

<http://gfhandel.org>

Historic Context

For context you may read the first four chapters of *A Patriot’s History of the United States* by Larry Schwiebart and Michael Allen or the second and third volumes of Joy Hakim’s *A History of US*. If you do not have access to these books, read about eighteenth-century American history in any available text, or check the websites below.

<http://www.pbs.org/wnet/historyofus/>

<http://excellence-in-literature.com/excellence-in-lit/american-lit/e3-resources/ch-3-outline-of-us-history>

Places to Go

If you want to picture the world of the early colonists, you may enjoy a visit to Plimoth Plantation in Massachusetts, Colonial Williamsburg in Virginia, or Old Sturbridge Village in Massachusetts.

<http://www.plimoth.org/>

<http://www.history.org/>

<http://www.osv.org/>

Visit a Franklin museum and reconstructed house in Philadelphia, Pennsylvania.

<http://www.ushistory.org/tour/franklin-court.htm>

The Benjamin Franklin House: Franklin worked as a diplomat in London from 1757-1775, and the house he lived in has been preserved as a museum, with multimedia presentations highlighting Franklin's life and works.

<http://www.benjaminfranklinhouse.org>

Quotes

Franklin is one of the most quoted Americans. Copy at least six of his quotes to think about and memorize. You will find many more at The Electric Franklin.

<http://www.ushistory.org/franklin/quotable/index.htm>

"Idleness and pride tax with a heavier hand than kings and parliaments. If we can get rid of the former, we may easily bear the latter."

A few thought-provoking selections from *Poor Richard's Almanack*:

"Would you live with ease? Do what you ought, not what you please."

"Without justice, courage is weak."

"Who pleasure gives, Shall joy receive."

"A learned blockhead is a greater blockhead than an ignorant one."

"Do not throw stones at your neighbours, if your own windows are glass."

"He that speaks much, is much mistaken."

"Never leave that till tomorrow which you can do today."

"Want of Care does us more Damage than Want of Knowledge."

“Dost thou love Life, then do not squander Time, for that’s the Stuff Life is made of.”

And here is a bonus quote by Franklin’s contemporary, Cotton Mather.

“While he thus devoured books, it came to pass that books devoured him.”

—Cotton Mather, *Magnalia Christi Americana*

Assignment Schedule

Week 1

Read and explore context materials, and begin reading focus text.

Follow the model in the Formats and Models chapter to write an Author Profile. Be sure to refer to your writer’s handbook if you have questions about grammar, structure, or style.

Week 2

Model: Franklin’s list of thirteen virtues and their precepts

Prompt: Franklin hoped to achieve moral perfection by writing down goals for his life and behavior. While perfection is not possible in this life, writing down goals can be an effective way to implement positive changes. Copy Franklin’s list of thirteen virtues and their precepts from the *Autobiography* or at the link below. Use this format to write a list of virtues and precepts that you would like to work on in your own life. You may use scriptures or quotes from other sources to support the goals you set.

<http://excellence-in-literature.com/excellence-in-lit/american-lit/e3-resources/benjamin-franklin-13-virtues>

Week 3

Begin drafting a 750-word paper on one of the topics below. I recommend that you follow the writing process outlined in the “How to Write an Essay” chapter, consulting the models in the Formats and Models chapter and your writer’s handbook as needed.

1) Model: A chapter in Franklin’s *Autobiography* and MLA Format Model

Prompt: Write a chapter in your personal autobiography in the style of Benjamin Franklin. Tell of an event or period of time in which you grew or were transformed in some way. Be sure to include humor and at least a few wise sayings.

2) Model: Literary Analysis Essay and MLA Format Model

Prompt: The *Autobiography* is the story of Franklin's personal transformation from an immature, self-seeking young man to a philosopher and statesman who played a major role in the founding of the United States. For his transformation consider whether Franklin trusts most strongly in the written word or in the Word. Look for uses of figurative language related to the word or Word and evaluate the relationship between the word/Word and the world, and its effect on Franklin's transformation. Be sure to support your thesis with quotes from the text.

Turn in the draft at the end of the week, so your writing mentor can evaluate it using the Content standards (Ideas/Concepts and Organization) on the rubric.

Week 4

Use the feedback on the rubric, along with the writing mentor's comments to revise your paper. Before turning in the final draft, be sure you have addressed any issues marked on the evaluation rubric, and verify that the thesis is clear and your essay is well-organized. Use your writer's handbook to check grammar or punctuation so that your essay will be free from mechanical errors. Turn in the essay at the end of the week so that the writing mentor can use the evaluation rubric in the "How to Evaluate" chapter to check your work.