



American Literature

Teacher's Guide



Alpha Omega Publications®

American Literature Teacher's Guide

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STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

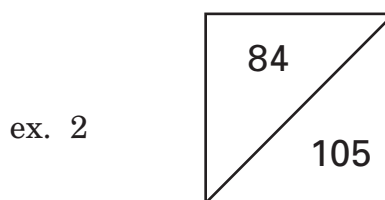
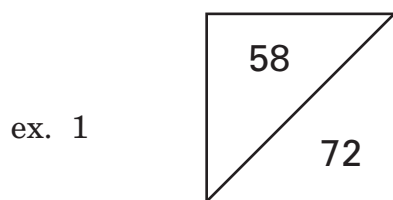
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

TEST SCORING and GRADING

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. “Any Order” or “Either Order” in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher’s Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
- Self Test = 25% of the Total Score (average percent of self tests)
- Reports = 10% or 10* points per LIFEPAC
- Oral Work = 5% or 5* points per LIFEPAC

*Determined by the teacher’s subjective evaluation of the student’s daily work.

Example:

LIFEPA Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

TOTAL POINTS						=	90 points
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Grade Scale based on point system:	100	-	94	=	A
	93	-	86	=	B
	85	-	77	=	C
	76	-	70	=	D
	Below		70	=	F

TEACHER HINTS and STUDYING TECHNIQUES

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
 - a. Read the introduction and study the section objectives.
 - b. Read all the text for the entire section, but answer none of the activities.
 - c. Return to the beginning of the section and memorize each vocabulary word and definition.
 - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
 - e. Read the self test but do not answer the questions.
 - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
 - g. Answer the questions to the self test without looking back.
 - h. Have the self test checked by the teacher.
 - i. Correct the self test and have the teacher check the corrections.
 - j. Repeat steps a–i for each section.

5. Use the SQ3R* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

*SQ3R: Scan the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Review weak areas.

GOAL SETTING and SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

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INSTRUCTIONS FOR AMERICAN LITERATURE

The LIFEPAAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPAACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

This course is one in a three part literature series for high school students. The series complements AOP's current Language Arts program, adding a richness that can only be found in the great books of Western Civilization. The series is designed to enlarge the Christian's understanding of the development of Western Civilization while strengthening him or her in the faith. Its content and methodology utilize the principles of classical education. If applied properly, the inquisitive high school student can benefit greatly from a thorough analysis of the literature that has shaped Western Civilization.

The exercises presented in this course follow a path similar to the classical learning structure: grammar, logic, and rhetoric. Grammar is the basic facts or principles of a subject. Logic (or dialectic) is an understanding of how the facts relate to one another. Rhetoric is the ability to articulate and apply knowledge and understanding with eloquence and wisdom. A parallel structure can be found in Scripture: knowledge (Proverbs 1:7), understanding (Job 28:28), and wisdom (Eccl. 12:9).

The student is required to master the "grammar" of the course by completing short answer questions dispersed throughout the text. His knowledge of the course's "grammar" will be checked on Self-Tests and Tests.

A logically understanding of the facts are encouraged through the "What to Look For" and "For Thought and Discussion" exercises. "What to Look For" exercises are included before certain readings. This encourages attentive reading and will prepare the student for the corresponding "For Thought and Discussion" exercises. "For Thought and Discussion" exercises are included at the end of each Self-Test. They are meant to facilitate discussion between the student and the teacher on a specific subject for the means of developing a more thoroughly Christian worldview. A Scriptural understanding of the world is the goal of each "For Thought and Discussion" exercise. Discussion tips and subject helps for the teacher are available in the teacher notes. But, it is most helpful for the teacher to be intimately familiar with the subject matter. Reading along with the student is recommended.

Lastly, the goal of learning 'wisdom' is encouraged through application and communication. This is done in the "Writing and Thinking" exercises at the end of each Test. In the "Writing and Thinking" exercises the student is asked to communicate in a clear and precise manner their application of select "For Thought and Discussion" exercises. This exercise will not be difficult IF the teacher has been diligent enough to guide the student through the "For Thought and Discussion" exercises.

With this method of learning, both teacher and student must be persistent. The exercises take work. But in the end, the student will reap a bounty of knowledge, understanding and wisdom to the glory of God.

American Literature Teacher Notes

Suggested Additional Reading for American Literature LIFEPAC 1

Iain H. Murray, *Jonathan Edwards: A New Biography*
(Edinburgh: The Banner of Truth Trust, 1987).

James I. Packer, *A Quest for Godliness: The Puritan Vision of the Christian Life*
(Grand Rapids, MI: Zondervan Publishing House, 1991).

The Autobiography of Benjamin Franklin, ed. J. A. Leo LeMay and Paul M. Zall
(New York: W.W. Norton & Company, 1979).

The Poems of Edward Taylor, ed. Donald Stanford
(Chapel Hill, NC: University of North Carolina Press, 1989).

The Works of Anne Bradstreet, ed. Jeannine Hensley
(Cambridge, MA: The Belknap Press of Harvard University Press, 1967).

The Works of Jonathan Edwards, vols. 2, ed. Edward Hickman
(Edinburgh: The Banner of Truth Trust, 1974.)

Suggested Additional Reading for LIFEPAC 2

Alexis de Tocqueville, *Democracy in America*, vols. 2, trans. Henry Reeve
(New York: Vintage Books, 1954).

F.O. Matthiessen, *American Renaissance; art and expression in the age of Emerson and Whitman*
(London: Oxford University Press, 1941).

Nathaniel Hawthorne, *The Scarlet Letter*
(New York : Vintage Books, 1990).

Herman Melville, *Moby Dick*
(Oxford: Oxford University Press, 1998).

Emily Dickinson, *The Complete Poems*
(Boston: Little, Brown, 1960).

Suggested Additional Reading for LIFEPAC 3

Fredrick Douglas, *Narrative of the Life of Fredrick Douglas: An American Slave*
(Boston: Harvard, 1967).

Harriet Beecher Stowe, *Uncle Tom's Cabin*
(New York: Garland, 1994).

Burke Davis, *Gray Fox: Robert E. Lee and the Civil War*
(Burford Books, 1998).

The Life and Writings of Abraham Lincoln, ed. Philip Van Stern
(New York: Random House, 1999).

Mark Twain, *The Adventures of Huckleberry Finn*
(New York: Penguin Group, 1985).

Henry James, *The Portrait of a Lady*
(New York: Bantam Doubleday Dell Publishing Group, Incorporated, 1983).

Stephen Crane, *The Red Badge of Courage*
(New York: Bantam Doubleday Dell Publishing Group, Inc., 1981).



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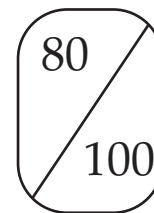
Reproducible Tests
for use with the American Literature
Teacher's Guide

AMERICAN LITERATURE LIFE PAC ONE ALTERNATE TEST

Name _____

Date _____

Score _____



Fill in each of the blanks using items from the following word list (each answer, 1 point).

- | | | |
|---------------|--------------|-------------|
| actions | analyze | sovereignty |
| Bible | change | Pocahontas |
| God | providential | history |
| King Philip's | God | |

- Christians must think about and _____ what an author is trying to say about _____, humanity and the world, always comparing what we read with the timeless truths of Scripture.
- The Puritans viewed the _____ as their sole guide to faith and life.
- The core of Puritan beliefs was based upon the doctrine of God's _____.
- The story of _____ did not appear in Smith's earlier records of life in Virginia.
- Bradford wrote *Of Plymouth Plantation* to preserve the _____ of the Pilgrims' plight and God's _____ care.
- Mary Rowlandson's Narrative is the deeply personal account of her sufferings during _____ war.
- Anne Bradstreet concludes in her poem "In Memory of My Dear Grandchild" that _____ is in control of her grandchild's fate.
- Edward Taylor, in the poem "Huswifery," asks the Lord to _____ him so that his words and _____ glorify God.

Answer true or false for each of the following statements (each answer, 2 points).

- _____ The Indians helped Mrs. Rowlandson heal her wounded child.
- _____ An Indian gave Mrs. Rowlandson a Bible while she was in captivity.
- _____ After her captivity, Mrs. Rowlandson is able to see that when God calls a person to anything He will fully be able to carry them through and make them see that they have benefited from the experience.
- _____ In "Contemplations," Bradstreet realizes her ignorance in not seeing the glory of God all around her.
- _____ The "we" in "To My Dear and Loving Husband" refers to Bradstreet and her husband.
- _____ The pilgrim that Bradstreet describes in "A Weary Pilgrim" is herself.
- _____ In his diary, Sewall only discusses his spiritual growth.



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SECTION ONE

1.1	thoughts, beliefs	1.45	65
1.2	analyze, God	1.46	30
1.3	good	1.47	history, providential
1.4	Massachusetts	1.48	F
1.5	a small	1.49	T
1.6	Separatists	1.50	F
1.7	Non-separatists	1.51	T
1.8	Non-separatists	1.52	F
1.9	Christian	1.53	T
1.10	Bible	1.54	F
1.11	Sovereignty	1.55	T
1.12	joys, God	1.56	Scriptures
1.13	humble	1.57	could be
1.14	Pilgrims, individual, colony	1.58	lawyer
1.15	Constitution	1.59	<i>Arbella</i>
1.16	state, governed	1.60	theocratic
1.17	work	1.61	F
1.18	industry	1.62	T
1.19	novel, time	1.63	T
1.20	practicality	1.64	T
1.21	God's		
1.22	Israelites		
1.23	typology		
1.24	Scripture		
1.25	the truth		
1.26	creative		
1.27	Anne Bradstreet's		
1.28	Indian-captivity narrative		
1.29	American		
1.30	explorer		
1.31	John Smith		
1.32	New England		
1.33	Pocahontas		
1.34	gold and copper		
1.35	not everyone		
1.36	savages		
1.37	water, castles		
1.38	savages		
1.39	weak, industry		
1.40	Indians, Chickahominy		
1.41	Pocahontas, head		
1.42	Robinson, Emery		
1.43	13		
1.44	separatists		

American Literature Answer Key LIFEPAC 1

SECTION TWO

- 2.1 King Philip's
- 2.2 mother
- 2.3 popular
- 2.4 sovereignty

- 2.5 T
- 2.6 F
- 2.7 F
- 2.8 T
- 2.9 F
- 2.10 T
- 2.11 F
- 2.12 T
- 2.13 T

- 2.14 received
- 2.15 eight
- 2.16 brother-in-law
- 2.17 similar to
- 2.18 unfeigned

- 2.19 F
- 2.20 T
- 2.21 T
- 2.22 T
- 2.23 T
- 2.24 F

- 2.25 flower
- 2.26 guides
- 2.27 God

- 2.28 T
- 2.29 F
- 2.30 T
- 2.31 F

- 2.32 Church of England
- 2.33 minister
- 2.34 strong

- 2.35 Lord
- 2.36 actions
- 2.37 holy

- 2.38 New England
- 2.39 toward, away from
- 2.40 business

- 2.41 F
- 2.42 T
- 2.43 T

American Literature Self Test Key LIFEPAC 1

SELF TEST 1

- 1.01 beliefs, thoughts
- 1.02 analyze, God
- 1.03 good
- 1.04 Bible
- 1.05 sovereignty
- 1.06 humble
- 1.07 Constitution
- 1.08 work
- 1.09 John Smith
- 1.010 Pocahontas
- 1.011 savages
- 1.012 Indians, Chickahominy
- 1.013 separatists
- 1.014 history, providential
- 1.015 a small
- 1.016 Separatists
- 1.017 Non-separatists
- 1.018 Christian
- 1.019 practicality
- 1.020 God's
- 1.021 Israelites
- 1.022 typology
- 1.023 the truth
- 1.024 creative
- 1.025 Indian-captivity narrative
- 1.026 American
- 1.027 savages
- 1.028 Scriptures
- 1.029 Arbella
- 1.030 theocratic

- 1.031 F
- 1.032 T
- 1.033 T
- 1.034 T
- 1.035 F
- 1.036 F
- 1.037 T
- 1.038 T

For Thought and Discussion:

During the Pilgrims' first winter, over half of the company died because of poor housing, disease and starvation. At times, 2 or 3 people died each day. In all over 100 people died. Many of the stronger Pilgrims risked their lives to help those suffering from disease. As Christians, they put the needs of others above their own (Philippians 2:3-5). The crewmembers of the Mayflower suffered also from the harsh conditions. But in stark contrast to the Pilgrims, the crewmembers cursed one another and the Pilgrims, refusing to help one another.

Guide your student in a discussion of the differences between the Pilgrims and the crewmembers in the manner in which they faced adversity. Help your student to see that, in contrast to the world, the Christian's attitude in hard times should be one of contentment and trust (Philippians 4:10-13). The God who is sovereign never forgets His children (Luke 12:4-7).

SELF TEST 2

- 2.01 King Philip's
- 2.02 popular
- 2.03 sovereignty
- 2.04 God
- 2.05 change, actions

- 2.06 F
- 2.07 F
- 2.08 F
- 2.09 T
- 2.010 T
- 2.011 T
- 2.012 T
- 2.013 T
- 2.014 T
- 2.015 T
- 2.016 F
- 2.017 T

- 2.018 eight
- 2.019 brother-in-law
- 2.020 Church of England
- 2.021 minister
- 2.022 New England
- 2.023 toward; away from
- 2.024 business

For Thought and Discussion:

Bradstreet found comfort in God's sovereignty with the death of a grandchild. Like Job, she understood that the "Lord gives and the Lord takes away" (Job 1:21). Though she did not understand why God had allowed her grandchild to die, nevertheless, she trusted His wisdom in the situation. Similarly, Rowlandson found comfort in the fact that during all her troubles with the Indians that God was ultimately in control. She knew that not even a hair could fall from her head unless God had allowed it. And, when God did allow calamity to fall on her, then ultimately it would be for her good and His glory.

Guide your student in a discussion about God's sovereignty in the life of the believer. Help them to understand that "all things work to the good of those that love God, to those that are called according to His purpose" (Romans 8:28).

SELF TEST 3

- 3.01 F
- 3.02 T
- 3.03 F
- 3.04 F
- 3.05 T
- 3.06 F
- 3.07 T
- 3.08 F
- 3.09 T
- 3.010 T
- 3.011 T
- 3.012 F
- 3.013 T
- 3.014 T
- 3.015 T
- 3.016 T
- 3.017 T
- 3.018 T
- 3.019 F
- 3.020 F
- 3.021 T
- 3.022 F
- 3.023 T

- 3.024 America
- 3.025 Awakening
- 3.026 God's
- 3.027 human reason
- 3.028 protect, tyrannical
- 3.029 everything, nothing
- 3.030 God
- 3.031 life, death, grace, Christ
- 3.032 new, hands
- 3.033 mercy, sinners
- 3.034 self-made
- 3.035 self-improvement
- 3.036 advancement
- 3.037 center
- 3.038 influential
- 3.039 Britain
- 3.040 deist
- 3.041 church
- 3.042 stands, thanks
- 3.043 England
- 3.044 all, every
- 3.045 French
- 3.046 New York
- 3.047 citizen

For Thought and Discussion:

In his sermon, "Sinners in the Hands of an Angry God," Jonathan Edwards gives a striking message on the wrath of God and the mercy of God. His thesis is this: "There is nothing that keeps wicked men at any one moment out of hell, but the mere pleasure of God." The thesis is then underlined by ten points which explain man's position before God.

1. "There is no want of power in God to cast wicked men into hell at any moment."
2. "[The wicked] deserve to be cast into hell; so that divine justice never stands in the way, it makes no objection against God's using his power at any moment to destroy them."
3. "They are already under a sentence of condemnation to hell. They do not only justly deserve to be cast down thither, but the sentence of the law of God, that eternal and immutable rule of righteousness that God has fixed between him and mankind, is gone out against them, and stands against them; so that they are bound over already to hell. John iii. 18. "He that believeth not is condemned already."
4. "[The wicked] are now the objects of that very same anger and wrath of God, that is expressed in the torments of hell."
5. "The devil stands ready to fall upon them, and seize them as his own, at what moment God shall permit him. They belong to him; he has their souls in his possession, and under his dominion. The scripture represents them as his goods, Luke 11:12."
6. "There are in the souls of wicked men those hellish principles reigning, that would presently kindle and flame out into hell fire, if it were not for God's restraints."
7. "It is no security to wicked men for one moment, that there are no visible means of death at hand."
8. "Natural men's prudence and care to preserve their own lives, or the care of others to preserve them, do not secure them a moment."
9. "All wicked men's pains and contrivance which they use to escape hell, while they continue to reject Christ, and so remain wicked men, do not secure them from hell one moment."

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|-----------------------|--------------------------------|
| 1. Scripture | 34. small |
| 2. Bible | 35. practicality |
| 3. Puritan | 36. God's |
| 4. Virginia | 37. Israelites |
| 5. history | 38. truth |
| 6. sufferings | 39. Indian-captivity narrative |
| 7. God | 40. <i>Arbella</i> |
| 8. glorify | 41. theocratic |
| 9. T | 42. God |
| 10. T | 43. grace |
| 11. F | 44. angry |
| 12. F | 45. advancement |
| 13. T | 46. man, God |
| 14. T | 47. writer |
| 15. F | 48. thanks |
| 16. brother-in-law | 49. French |
| 17. Church of England | 50. America |
| 18. minister | 51. God's |
| 19. New England | 52. human reason |
| 20. materialism | 53. nothing |
| 21. F | |
| 22. T | |
| 23. F | |
| 24. F | |
| 25. T | |
| 26. F | |
| 27. F | |
| 28. T | |
| 29. F | |
| 30. F | |
| 31. F | |
| 32. T | |
| 33. F | |

Thinking and Writing:

Whichever topic is chosen, look for important facts and points that were discussed with the student during the corresponding "For Thought and Discussion" exercise. The paper should communicate the subject matter in a clear, organized manner. Correct grammar and punctuation should be used.

American Literature Alternate Test Key LP 1

1. analyze, God
2. Bible
3. sovereignty
4. Pocahontas
5. history, providential
6. King Philip's
7. God
8. change, actions
9. F
10. T
11. T
12. T
13. T
14. T
15. F
16. brother-in-law
17. Church of England
18. minister
19. New England
20. toward, away from
21. F
22. F
23. T
24. T
25. T
26. F
27. T
28. T
29. F
30. F
31. T
32. T
33. F
34. F
35. a small
36. practicality
37. God's
38. Israelites
39. the truth
40. Indian-captivity narrative
41. Arbella
42. theocratic
43. God
44. life, grace
45. hands
46. advancement
47. center
48. influential
49. stands
50. French
51. America
52. God's
53. human reason
54. everything, nothing