Picturing American Literature
Early America
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English 11
Incorporating images, primary documents and art work into the teaching of American Literature

Expanding interest and understanding of the lives of the first Americans through these additions to text

Encouraging critical thinking and analysis through discussion
Overview of Unit Plan

- **The Walam Olum** – pictograph form
  - Native American creation myth

- **Of Plymouth Plantation** – William Bradford
  - Chronicle of early Puritan life

- **The Crucible** – Arthur Miller
  - Drama portraying the Salem Witch Trials
Procedures

- Since I have consistently taught these works over the past 15 years, I have solid lessons already established which address the California Standards for Secondary English.

- My goal is to add to the visual impact of these lessons to enhance both interest and learning.
Drawings of Native Americans

Saint Memin Osage Chief

Saint Memin - Osage Warrior
Describe Characteristics

- How are they dressed?
- Similarities and differences in hairstyle?
- Adornment features – What do you notice?
- Body Modification – Cutting, piercing or tattooing?
- What reasons might they have for their appearance?
- What could others know about them based on these features?
Native Americans – Delaware

Delaware Indian living quarters were grass and bark covered long-houses.
Native Dwelling – Interior

Homes

Each village contained a sweathouse for steam baths...Sweating in steam baths was the usual remedy for disease and melancholy. Following steam baths, men repainted their bodies, and women painted their faces with white, yellow and red dyes. Red was usually associated with war. Most men painted red designs on themselves prior to battle.
For Delaware Indians living near water, their major mode of transportation was traveling by water. They were skilled craftsmen, and were known for their boat making. Their canoes were of superior quality. Birch bark canoes were popular in northern United States. The Delaware liked birch canoes because they were strong and lightweight enough to carry with ease. Canoe construction took place in spring. Delaware men cut the bark while Delaware women utilized their seamstress skills sewing the bark.
They made items utilizing the natural materials around them. Until the Europeans arrival, their only tools were fashioned from shell, bone, stone, and wood. They relied on farming for sustenance. Both men and women had important responsibilities. Men were hunters, fisherman, warriors and healers. Women were farmers, cooks, seamstresses and reared their children.
At first, in that place, at all times, above the earth,

On the earth, [was] an extended fog, and there the great Manito was.

At first, forever, lost in space, everywhere, the great Manito was.

He made the extended land and the sky.

He made the sun, the moon, the stars.

The Walam Olum Part I.mht
He made them all to move evenly

Then the wind blew violently, and it cleared, and the water flowed off far and strong.

And groups of islands grew newly, and there remained.

Anew spoke the great Manito, a manito to manitos,

To beings, mortals, souls and all,
Purpose

Components

Characteristics

Commonalities

Myth Assignment

- Early Am Lit\Myth Project.doc

Students create a myth of a natural phenomenon and illustrate it.

- This is typically a poster.

- Each student presents the myth to the class.

- Early Am Lit\Myth ChrtNEW.docx
- Early Am Lit\Myth Grading Sheet.doc
Following the Myth Presentations, students do a mini-research assignment on a native tribe.

Typically, this is done using laptops in class.

In small groups, they discuss their findings. Each group then describes similarities and differences among tribes.

This offers a broader understanding of native peoples and practice with compare-contrast.
Bradford wrote the chronicle, “Of Plymouth Plantation”

He describes the problems encountered by the Pilgrims

He later became governor of the settlement
Facts About the Mayflower

- There were 102 passengers who sailed on the Mayflower, in addition to the crew.
  - [Mayflower Passenger List.docx](#)
- Dimensions of the ship - 90 - 100 feet long from the back rail to the end of the bowsprit beak
- The width was about 64 feet
- Crew of 25 – 30 men
Cross-Section of the Mayflower

- Poop House
- Cabin
- Gun Room
- Sterrage
- Mizzen
- Main mast
- Fore mast
- Sprit sail
- Bowsprit
- Longboat
- Forecastle
- Shallot
- Gun Deck (Between Deck)
- Lower Cargo Hold

Scale: 30 feet
Left – 6 September 1620

Painting – Pilgrims departing
*Embarkation of the Pilgrims* – 1844
US Capitol Rotunda

Robert Weir
Painting – Pilgrims Arriving
Mayflower in Plymouth Harbor – William Halsall

Arrived –
11 November 1620
Explore methods of NAVIGATION -1600s
In small groups, students will read about ONE of the instruments used by 17th century mariners.
Once they gain an understanding of the instrument, the groups will move around the room and learn about additional instruments necessary for navigating.

- Navigation\Astrolabe.doc
- Navigation\HandLdLine.doc
- Navigation\MagCompass.doc
- Navigation\CompassRose.doc
- Navigation\LogLine.doc
- Navigation\NavigationSandgl.doc
Traverse Board

Mayflower II Traverse Board

Line Drawing

[Link to Line Drawing](Navigation\TraverseBd.doc)
Navigational Devices

Mayflower Cross-Staff

Cross-Staff
Mayflower Lead Line

Hand Lead Line
### Ship's Log Book

Information is compiled in the Ship's Log
Mayflower II
Plymouth, Massachusetts
On-Board the Mayflower
Sleeping On Board
Sentence structure is unlike 20th century texts
Plethora of extremely long compound-complex sentences
Unfamiliar vocabulary and word usages
Separate the chronicle into small sections and assign a group of 3 or 4 to tackle each part
Students gain a sense of the harsh conditions endured by these people
Plymouth Plantation
A Look at Plymouth Village

- Building a house
- Wood is plentiful
- Hand-split logs
- White Oak
- Split while “green”
Village Features

Outdoor Oven

Cabin Interior
Guard House & Meeting Hall

Sentry Platform
Guns and cannon
Inside on second level

Exterior – Multi-purpose Structure
The Sermons were held in the elevated pulpit of the Meeting House.
Fast Forward
Fast-Forward to 1692 – Salem

- Begin background for reading about the infamous Salem Witch Trials
- Discuss Allegory
- Begin vocabulary studies
- Arthur Miller read through Primary Documents such as transcripts of examinations and trials in researching his drama, *The Crucible*
- Although he used history, he also fictionalized both characters and events
Mob Mentality

- This clip from Monty Python & the Holy Grail demonstrates the mindset of accusation.
- [http://www.youtube.com/watch?v=rJFA6uEfUfM](http://www.youtube.com/watch?v=rJFA6uEfUfM)
Assignment using laptops in class:

Using online resources, locate the verbatim transcripts of the legal documents of the Salem witchcraft outbreak of 1692. Arthur Miller, author of *The Crucible*, would have used documents such as these to learn about the setting, the circumstances, the language of the time and the actual people involved in these trials.

- [http://www.salemwitchtrials.com](http://www.salemwitchtrials.com)
- [Crucible\Witch Trials 3 Research.doc](Crucible\Witch Trials 3 Research.doc)
Images of Witch Craft
Images of Popular Culture
Witch Dungeon Images
Aftermath

JOHN PROCTOR
HANGED
AUGUST 19, 1692
Twenty Lives Lost

Memorial Wall

Salem Burial Ground
Back to the Beginning