

# Puritan Life

MORALS, VALUES, GOD, DANCING: LIFE  
OF EARLY SETTLERS

Discuss what you know about...

# THE PURITANS



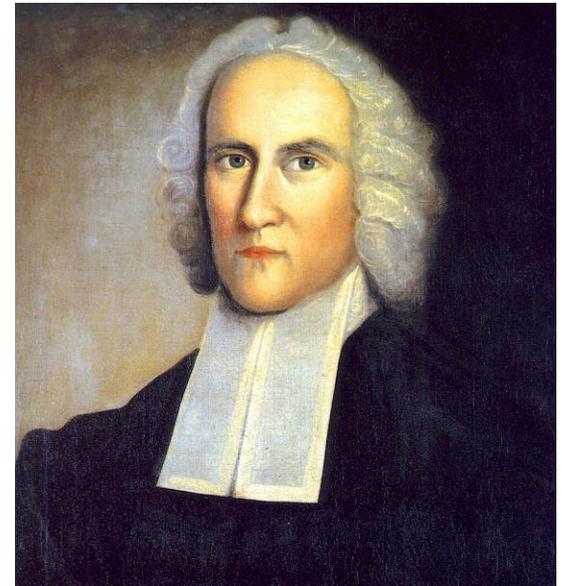
*Domesticity - A Thanksgiving Dinner Among the Puritans. Drawn by J. W. Elmgren.*

FROM THE REFORMATION TO THE PRESENT

# Jonathan Edwards – “Sinners in the Hands of an Angry God” and the Puritan Code



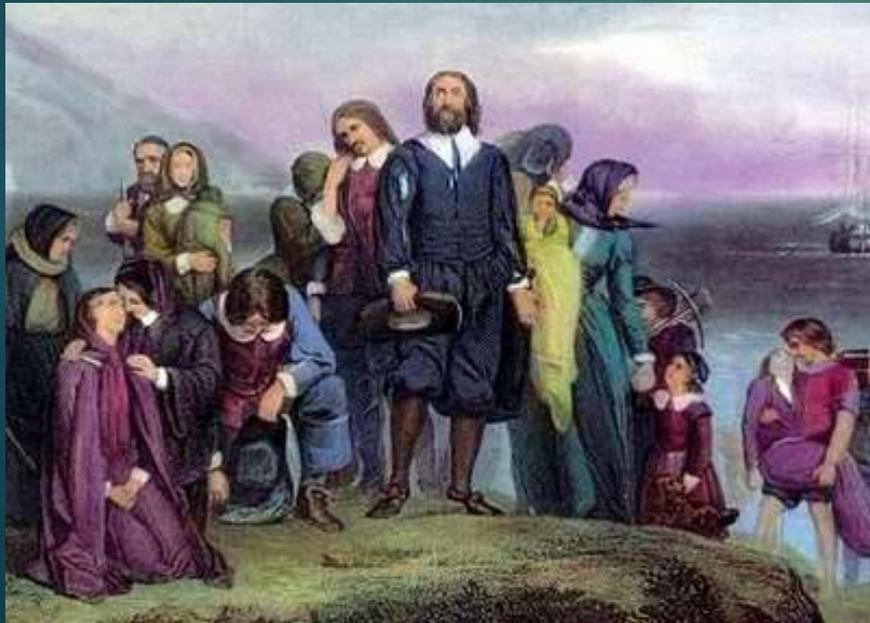
- -Jonathan Edwards (October 5, 1703 – March 22, 1758)
- -American revivalist preacher, philosopher, and Congregationalist Protestant theologian (study of nature of the divine—aka religion).
-  -widely regarded as "one of America's most important and original philosophical theologians"
- -helped shape the First Great Awakening
- -died from a smallpox inoculation shortly after beginning the presidency at the College of New Jersey (Princeton).
- -He was the grandfather of Aaron Burr, third Vice President of the United States.



# Table Activity



1. Your group will be given certain 'codes' to dissect and put in plain English
2. Put these codes in your own words!
3. When you have the modern code, put it on the board
4. What do these 'Codes' tell us about Puritans?



# Brief History 1620-1750



- ▶ **Extreme Protestants** in the 16<sup>th</sup> century: English Reformed Protestants
- ▶ Trying to **purify church** by eradicating Catholicism
- ▶ Settled in colonies of New England in 1600's
- ▶ Hard work, effort, strong person ran society
  - ▶ Hard work, simple life, and Christianity
  - ▶ **Man is inherently evil**



# Religion and Gender



- ▶ Religious exclusiveness
- ▶ Religion informed all community laws and customs. **Religion IS society. Theocracy.**
- ▶ Actions spoke louder than words, so actions had to be constantly controlled.
- ▶ Church infraction = a social one. **No margin for error.**
- ▶ **All** - work together to serve God.
- ▶ **Women** - Domestic Sphere. Raise & educate good Puritans. Serve men.
- ▶ **Men** - Public Sphere. Govern & protect.
- ▶ **Parents** - discipline was mental and physical. Strict in order to save children from hell.
- ▶ **Children** - Serve family. "Sent out" for apprenticeships
- ▶ **Elders** - greatly respected

# Education and the Devil



- ▶ **Education** = critical. Read the bible, understand laws, maintain order, get into heaven, or else...
- ▶ **Fear** - Devil is behind every evil deed.
- ▶ **Fear** - Church ministers persuasively preached words of hellfire and brimstone.
- ▶ **Fear** - Codes were written to guide the young and meant to be rigorously applied.
- ▶ emotional displays = discouraged (devil)
- ▶ strict dress code = no flourishes (devil)
- ▶ idle hands = (devil)
- ▶ Personal pleasure (devil)

# Puritan Belief



- ▶ Supreme power of God
- ▶ Prosperity was a gift from God
- ▶ Moral and ecclesiastical (relating to Church) purity
- ▶ Fought against developments of traditional Roman Catholics
- ▶ Trust and faith in God
- ▶ Private study of the Holy Bible
- ▶ Education



# Puritan Philosophy



- ▶ **Original Sin-** Everybody a sinner, since everyone born of “original sin”
- ▶ **Predetermination-** God determines all events and actions- all according to plan that God has laid out in advance
- ▶ **Morality-** Duty of all people to constantly examine their lives for sin, and live as purely as possible in all of their actions- private and public (“Puritan angst”).
- ▶ **Egalitarianism-** People should have direct relationship with God, as opposed to one translated through Pope and priests- also, believed that all people equal under eyes of God.

# Puritan Societal Rule



- ▶ No dancing, drinking, gambling, playing cards, ribaldry\*, fashionable clothes

- ▶ Chief duty of man is to glorify God

\*Ribaldry: vulgar humor or jokes

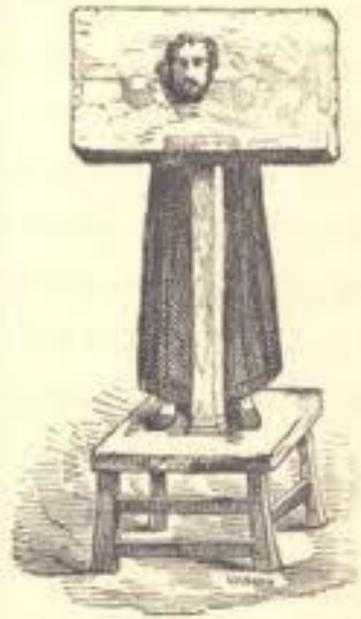


# Sinners!

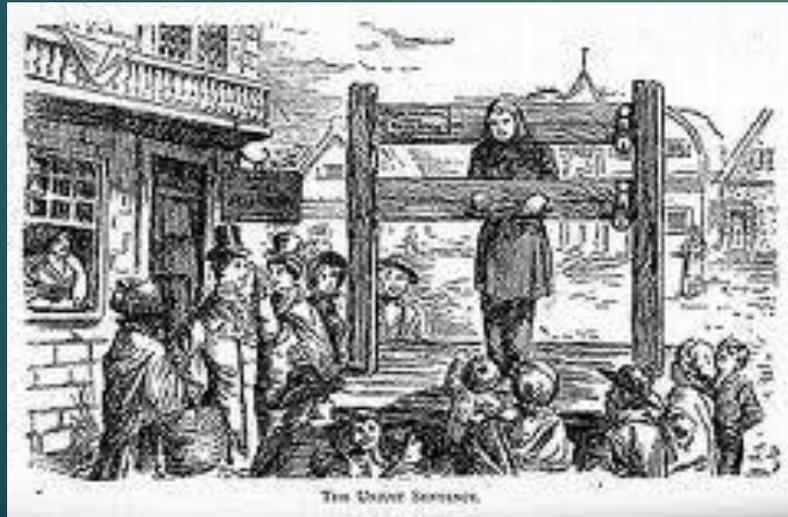


- ▶ Deviating from religion resulted in:
  - ▶ flogging
  - ▶ pillorying
  - ▶ hanging
  - ▶ banishment
  - ▶ having ears cut off
  - ▶ having tongue bored through with a hot iron





THE PILLORY.

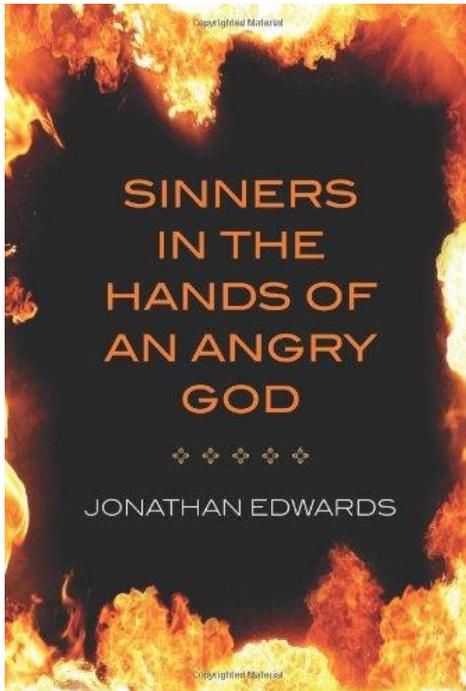


THE STOCKS.



# Puritan Remnants Today

- ▶ Read “**Our Inner Puritan**” article
  - ▶ Feel free to write on the copy...it is yours!
- ▶ In your groups, come up with **3-5 aspects** of today’s society that **reflect or still maintain some of the Puritan beliefs or ways of living**. Explain how/where it is observed and how today's culture complies (or not) with it.
  - ▶ Write on separate sheet of paper



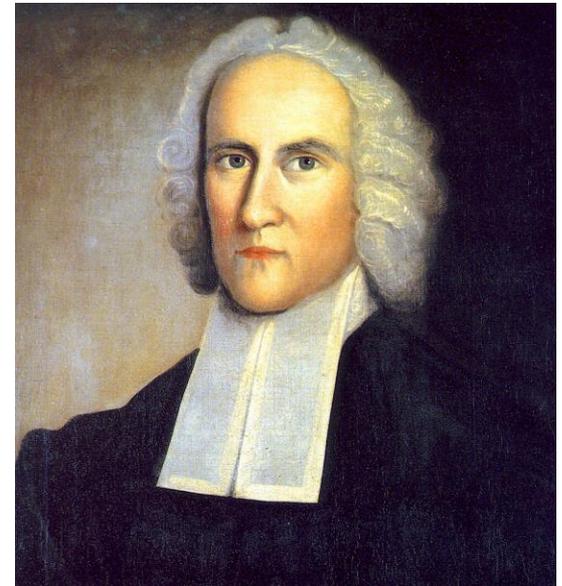
# "Sinners in the Hands of an Angry God"

JONATHAN EDWARDS

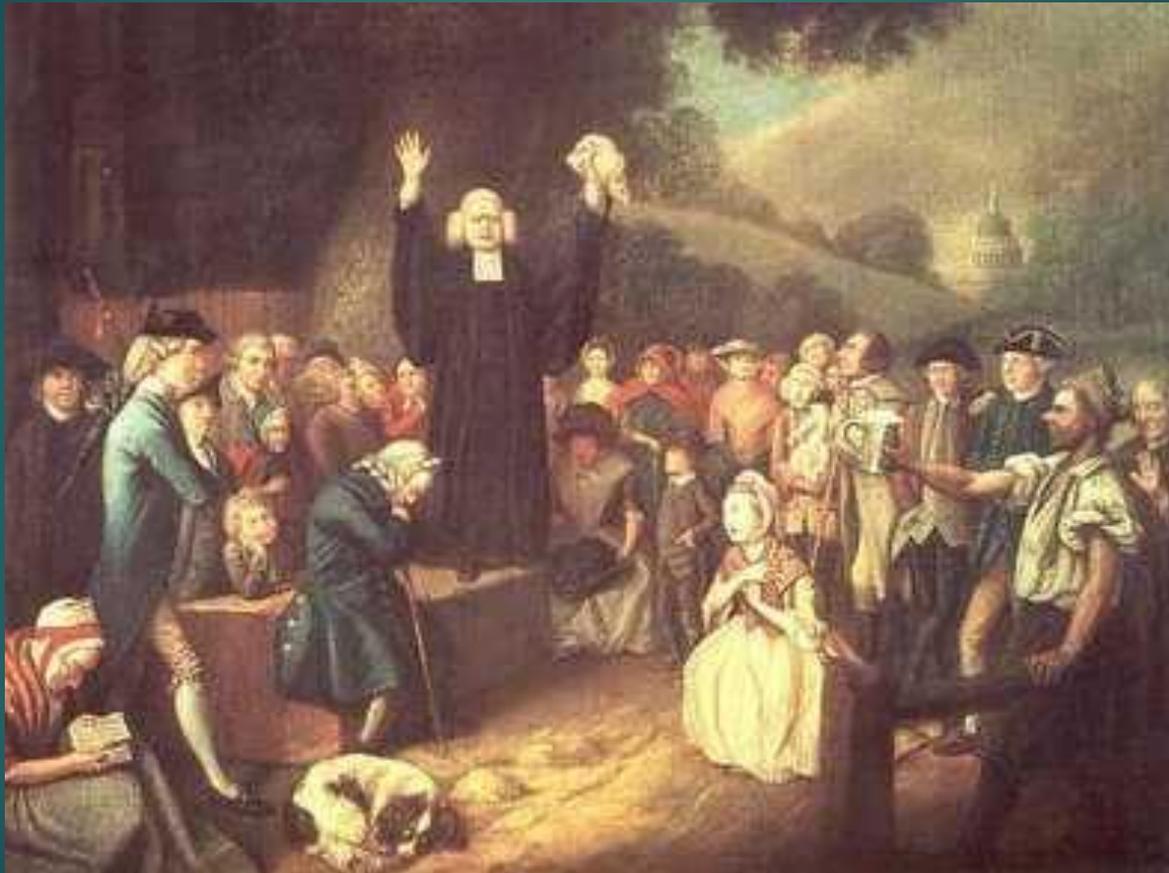
# Jonathan Edwards – “Sinners in the Hands of an Angry God” and the Puritan Code



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# The Great Awakening



# The Great Awakening

- ▶ A **Christian (Protestant) movement** in Europe and Colonial America in the 1730s and 1740s
- ▶ Powerful preaching gave listeners a **sense of deep personal need for salvation** by Jesus Christ.
- ▶ Avoiding ritual and ceremony, the Great Awakening made Christianity **intensely personal.**
- ▶ Encouraged a deep sense of spiritual conviction and redemption, and by encouraging a **commitment to personal morality.**

# Critical Read and Annotate (CRA) Questions:

- ▶ 1. How does Edwards portray God in his sermon?
- ▶ 2. What is Edwards' purpose?
- ▶ 3. To what extent is it possible to make up for sins? Or are people just doomed?
- ▶ 4. What literary devices does he use to achieve his purpose?
- ▶ 5. How does Edwards use ethos, pathos, and logos within his sermon? (Be specific)
  - ▶ Ethos (based on credibility/trust)
  - ▶ Pathos (based on emotion appeal)
    - ▶ Logos (based on logic)

# Hellfire & brimstone - sermon sample



- ▶ As you listen to this sermon excerpt, consider:
- ▶ How does speaker talk about hell? Tone? Effects?
- ▶ How does the speaker personalize his message?
- ▶ How does he develop/ORG argument? 3 appeals?
- ▶ How does speaker reinforce commitment to personal morality?
- ▶ Why hell?

# This particular sermon's purpose...

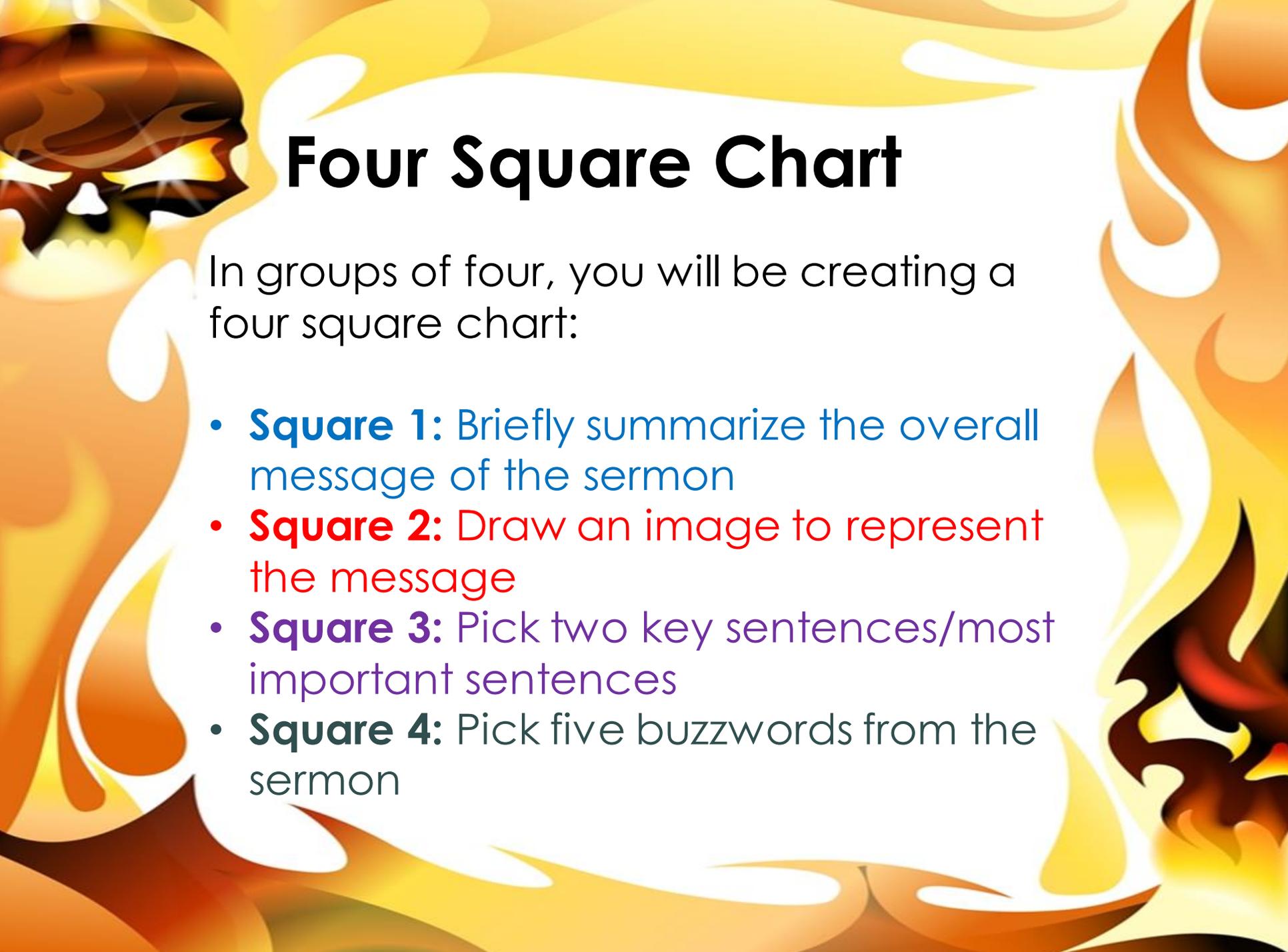
- ▶ One church in Enfield, Connecticut had been largely unaffected during the Great Awakening of New England.
  - ▶ “The fire pent up in their own hearts is struggling to break out ...”
- ▶ Edwards was invited by the pastor of the church to preach to them to teach his listeners about the horrors of hell, the dangers of sin and the terrors of being lost.

# Literary Focus: Imagery

- ▶ **Imagery: visually descriptive or figurative language, esp. in a literary work**
- ▶ **Imagery is a literary technique used by authors to evoke emotion in readers**

# So, what do you think?

- ▶ After reading Edwards' sermon, and thinking about the values of this community, are you running off to join a Puritan village? Why or why not?
- ▶ What might be appealing about this kind of community and what might be off-putting?



# Four Square Chart

In groups of four, you will be creating a four square chart:

- **Square 1:** Briefly summarize the overall message of the sermon
- **Square 2:** Draw an image to represent the message
- **Square 3:** Pick two key sentences/most important sentences
- **Square 4:** Pick five buzzwords from the sermon

# Questions

1. What type of God is presented in this sermon?
2. What happens to people without God?
3. What happens to sinners?
4. What are some metaphors used in the piece?
5. To what extent is it possible to make up for sins? Or are people just doomed?

What aspects/values of Puritan society are being satirized? What is the effect?





# Puritan Poetry

ANNE BRADSTREET



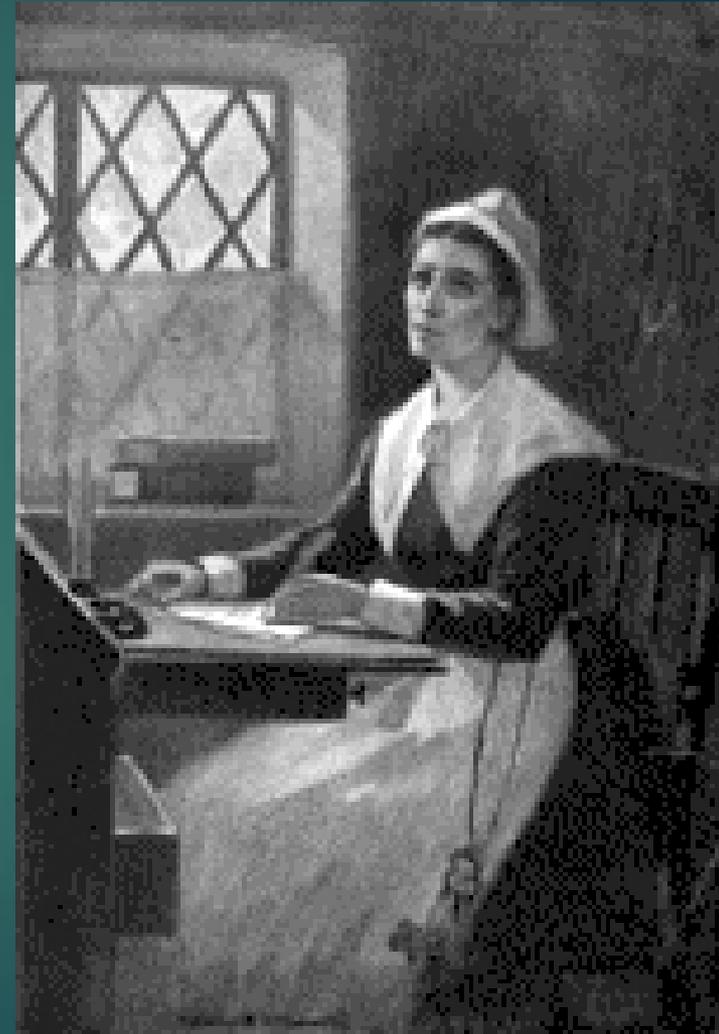
# Puritan Female Gender Expectations

- ▶ Women were to attend **church**, but remain out of public eye and not speak out.
- ▶ Women were expected to remain in the **domestic sphere**:
  - ▶ Cooking
  - ▶ Sewing
  - ▶ Cleaning
  - ▶ Caring for and teaching children
  - ▶ Serving father, husband, and God
  - ▶ Maintaining a strict moral code

# Anne Bradstreet—Brief Bio



- ▶ Born Anne Dudley, in England in 1612.
- ▶ **First Notable American Poet**
- ▶ Father and husband both governors of Massachusetts; From a wealthy family
- ▶ Married at age 16; had 8 children, lived to be 60 years old
- ▶ Questioned the power of male hierarchy and God
  - ▶ Conflict between love of nature and family in present world vs. religion's hope for the future





# Anne Bradstreet — Publication

- ▶ Her brother-in-law took her manuscript to London for publication (without her knowledge).
  - ▶ **first book ever published by an American colonist.**
- ▶ A Public Reaction -
  - ▶ "Your printing of a book, **beyond the custom of your sex**, doth rankly smell" (1650) - Reverend Thomas Parker, a minister in Newbury, Massachusetts in an open letter.

**What does the above information reveal about cultural context?**



# Anne Dudley Bradstreet – America's 1st Published Poet



# Anne Bradstreet— Poetry

## ▶ **Subject Focus**

- ▶ Realities of life & death
- ▶ Family: Husband & 8 children
- ▶ Home
- ▶ culture and nature
- ▶ spirituality and theology
- ▶ tension between faith and doubt

- ▶ **Style** - Puritanism's "plain style" (artful simplicity, accessibility, absence of rhetorical ornamentation)

# Poetry Characteristics



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1. Self-effacing "apology" (art claiming artlessness) gradually becomes more authoritative (bold assertion followed by retraction)

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2. Distaste for dualism and hierarchy; preference for balance

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3. Attachment to nature and the body (even questioning God)

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4. Humor and irony which allow her to say the unsayable

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5. Self-exploration through historic and mythic heroines

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6. Dwelling on the domestic as authoritative

# Bradstreet - "To My Dear and Loving Husband"

- ▶ **TASK:** complete **TPSFASTT** analysis annotation process directly on the poem.
  - ▶ Table Share
  - ▶ Class Share

**STEP 1: Critically read (ANNOTATE) the following poem by Puritan, Anne Bradstreet. Use the TPS-FASTT process (during reading strategy) to guide you. Then discuss.**

## The TPS-FASTT or "Types Fast" Method

When faced with the sometimes daunting task of analyzing a poem, you will need to keep all of the following points in mind or risk a significant misreading:

### Title

Examine the title before reading the poem. Sometimes the title will give you a clue about the content of the poem. In some cases the title will give you crucial information that will help you understand a major idea within the poem. For example, in Anne Bradstreet's poem "An Author to Her Book," the title helps you understand the controlling metaphor.

### Paraphrase

Paraphrase the literal action within the poem. At this point, resist the urge to jump to interpretation. A failure to understand what happens literally inevitably leads to an interpretive misunderstanding. For example, John Donne's poem "A Valediction: Forbidding Mourning" is about a man who is leaving for a long trip, but if it is read as a poem about a man dying, then a misreading of the poem as a whole is inevitable.

### Speaker

Who is the speaker in this poem? Remember to always distinguish speaker from the poet. In some cases the speaker and poet might be the same, as in an autobiographical poem, but often the speaker and the poet are entirely different. For example, in "Not My Best Side" by Fanthorpe, the speaker changes from a dragon, to a damsel, to a knight - none of these obviously are Fanthorpe.

### Figurative Language

Examine the poem for language that is not used literally. This would include, but is certainly not limited to, literary devices such as imagery, symbolism, metaphor, litotes, allusion, the effect of sound devices (alliteration, onomatopoeia, assonance, consonance, rhyme), and any other devices used in a non-literal manner.

### Attitude (TONE ☺)

Tone, meaning the speaker's ATTITUDE towards the SUBJECT of the poem. Of course, this means that you must discern the subject of the poem. In some cases it will be narrow, and in others it will be broad. Also keep in mind the speaker's attitude toward self, other characters, and the subject, as well as attitudes of characters other than the speaker.

### Shifts

Note shifts in speaker and attitude. Shifts can be indicated in a number of ways including the occasion of poem (time and place), key turn words (but, yet), punctuation (dashes, periods, colons, etc), stanza divisions, changes in line or stanza length, and anything else that indicates that something has changed or a question is being answered.

### Title

Examine the title again, this time on an interpretive level.

### Theme

First list what the poem is about (subject), then determine what the poet is saying about each of those subjects (theme). Remember, theme must be expressed as a complete sentence.

# Bradstreet - "To My Dear & Loving Husband"

1. If ever two were one, then surely we. **A**
2. If ever man were loved by wife, then thee. **A**
3. If ever wife was happy in a man, **B**
4. **Compare** with **me**, ye **women**, **if** you **can**. **B**
5. I prize thy love more than whole mines of gold, **C**
6. Or all the riches that the East doth hold.
7. My love is such that rivers cannot quench,
8. Nor ought but love from thee give recompense.
9. Thy love is such I can no way repay;
10. The heavens reward thee manifold, I pray.
11. Then while we live, in love let's so persevere,
12. That when we live no more, we may live ever.

## Glossary - Lit Terms

- form/structure
- POV
- syntax (conditionals & ; punctuation)
- stanza
- end rhyme
- rhythm
- iambic pentameter
- imagery
- allusion
- metaphor (extended)
- hyperbole
- anaphora
- tone
- negation
- rhetorical situation
- cultural context

# Bradstreet - "To My Dear & Loving Husband"

- ▶ What does the speaker value?
- ▶ What does the author reveal about her
  - ▶ Marriage?
  - ▶ Religious beliefs?
  - ▶ Daily life?

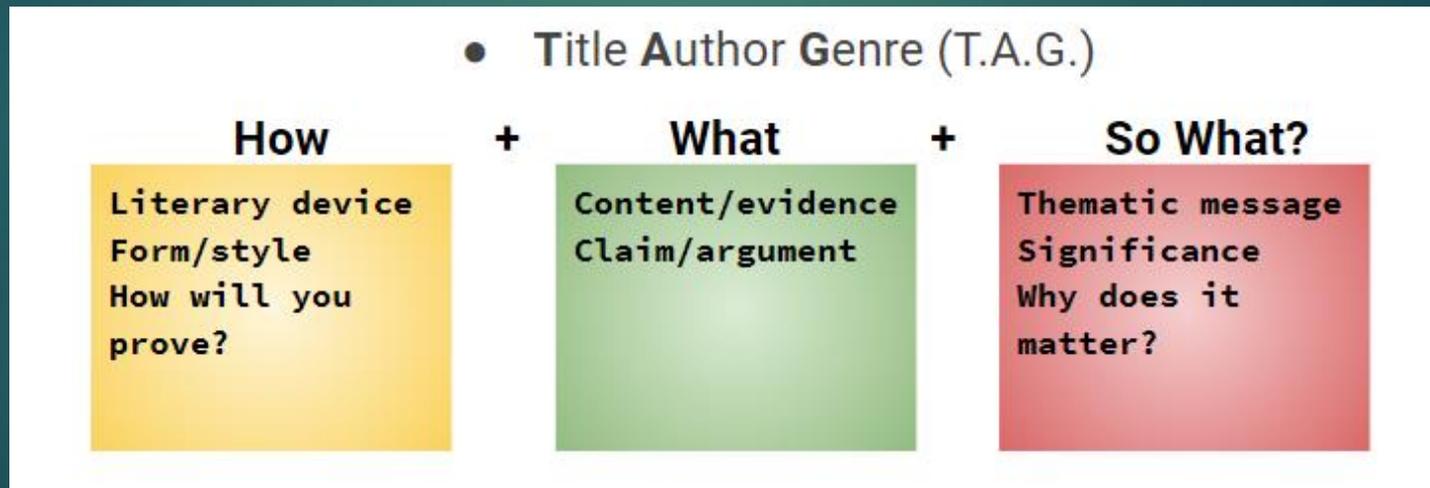
# Bradstreet Context

- ▶ **Social Context 1** – The puritans strongly disapproved of women writers. In spite of this disapproval, do you think the Puritan community would have considered any aspects of Bradstreet's poetry praiseworthy? Explain.
- ▶ **Social Context 2** – what do you make of gender expectations of the period and of today? Complications?
- ▶ **Cultural Values** – what do people value in today's society? What would Puritans think of these values? What do you think of these values?



# Bradstreet - thesis write

- ▶ **PROMPT** - What predominant **literary technique** does the writer use in text to develop a **thematic message** and/or reveal(ing) **cultural values**?
- ▶ Write an introductory paragraph that includes your thesis and create an outline with bullet points for three body paragraphs.
- ▶ **THESIS** - Your LA thesis **must** consist of the following:



(Turn into box when you are finished)

# Compare and Contrast

- ▶ Consider the epitaphs on the following slides. To what extent are they similar? Different? Determine what they tell us about Puritan culture?

## **ep·i·taph**

'epə, taf/

*Noun*

1. a phrase or statement written in memory of a person who has died, especially as an inscription on a tombstone.

# Epitaph for her mother

- ▶ Here lies/ A worthy matron of unspotted life,/ A loving mother and obedient wife,/ A friendly neighbor, pitiful to poor,/ Whom oft she fed, and clothed with her store;/ To servants wisely awful, but yet kind,/ And as they did, so they reward did find:/ A true instructor of her family,/ The which she ordered with dexterity,/ The public meetings ever did frequent,/ And in her closest constant hours she spent;/ Religious in all her words and ways,/ Preparing still for death, till end of days:/ Of all her children, children lived to see,/ Then dying, left a blessed memory.

# Epitaph for her father

- ▶ Within this tomb a patriot lies/ That was both pious, just and wise,/ To truth a shield, to right a wall,/ To sectaries a whip and maul,/ A magazine of history,/ A prizier of good company/ In manners pleasant and severe/ The good him loved, the bad did fear,/ And when his time with years was spent/ In some rejoiced, more did lament./