

Review of Literature

Ort Kiryat Motzkin

Module F



Summaries of short stories, poetry and plays from option 1

- All My Sons by Arthur Miller
- “Mr. Know All” by W. Somerset Maugham
- “A Summer’s Reading” by Bernard Malamud
- “Rules of the Game” by Amy Tan
- “As I Grew Older” by Langston Hughes
- “The Road Not Taken” by Robert Frost

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Thinking skills

- **LOTS (Lower Order Thinking Skills – מסדר נמוך – מיומנויות חשיבה מסדר נמוך)**
 - בשאלות מסוג זה תדרשו לענות רק על הפירוש המפורש של הטקסט בשיר.
 - לא נדרש ניתוח מעמיק אלא הבנה בסיסית של הטקסט.
- **HOTS (Higher Order Thinking skills – מסדר גבוה – מיומנויות חשיבה מסדר גבוה)**
 - בשאלות מסוג זה תדרשו לענות על השאלה הדורשת ניתוח והבנה מעמיק של הטקסט
 - מוסגים ספרותיים יכולים להופיע בשאלות אלה
 - אם יש ציטוט בשאלה התייחסו לציטוט בתשובתכם
- **Extended HOTS(Thinking Skill)**
 - בשאלות מסוג זה תדרשו לבחור אחת ממיומנויות החשיבה מסדר גבוה כדי לענות על השאלה.
 - Inferring – הסקת מסקנות
 - Explaining cause and effect – סיבה ותוצאה
 - Comparing and contrasting - השוואה וניגוד
 - Explaining patterns – הסבר דפוס התנהגות
 - Distinguishing different perspectives – הבחנה בנקודות מבט שונות
 - Uncovering motives – מה גורם לדמות להתנהג כך או לומר משהו
 - עליכם להראות בתשובתכם שימוש נכון במיומנות חשיבה שבהרתם על ידי שילוב אוצר מילים המעיד על כך.
 - עליכם להוכיח את תשובתכם על ידי דוגמאות מהיצירה המוכיחות את טענותיכם.
- **Bridging Text and Context**
 - בשאלה זו תדרשו קרוא ציטוט או מידע היסטורי או מידע על הסופר, ולמצוא את הקשר בין הציטוט/המידע (ההקשר) לבין הסיפור/השיר (הטקסט) כדי לענות על השאלה. הנה שבלונה למתן תשובה:
 - קראו ותבינו את המידע החדש/הציטוט החדש - זהו ההקשר
 - תסבירו את ההקשר במילים שלכם במשפט או שתיים
 - תסבירו במשפט ברור ובאופן מפורש היכן ניתן לראות את הנושא העולה מהציטוט/המידע בסיפור/בשיר שלמדתם – זהו המשפט המקשר
 - אם מדובר במידע ביוגרפי, היסטורי או רעיוני, נסו להסביר במשפט איך המידע מגביר/תורם להבנה שלכם של הסיפור/בשיר
 - עכשיו כתבו דוגמאות שתומכות במשפט המקשר שכבר כתבתם.
 - ובסוף משפט מסכם שמתחיל עם "לסיכום" "To sum up,...."

Mr. Know All by Somerset Maugham

LITERARY ANALYSIS



THE STORY

Mr. Know-All is a story with a moral lesson. The subject is simple. A rich British merchant of Oriental origin, named Mr. Kelada, meets a group of Westerners on a ship sailing across the Pacific Ocean from San Francisco to Yokohama. His cabin-mate, a British citizen who is the **nameless narrator** of the story, dislikes Mr. Kelada even before he sees him. However, at the end of the story Mr. Kelada, the Levantine jeweler, proves to be a real gentleman when he sacrifices his own pride and reputation to save an American lady's marriage. As a result, he earns the respect of the narrator.

THE SETTING

Time – a short time after World War I. It is mentioned for two reasons. First, it justifies the accidental meeting in the same cabin of the narrator and Mr. Kelada. The passenger traffic on the ocean-liners was heavy, so the narrator had to agree to share a cabin with a person he disliked. Second, it may give us a possible reason for the narrator's unjustified antagonism towards Mr. Kelada. Usually, during periods of war, feelings of prejudice and dislike for foreigners grow stronger.

Place – it takes place on a ship in **INTERNATIONAL WATERS** – a neutral place.

The journey from USA to Japan takes 14 days.

The ship becomes the symbol of the world with people who are prejudiced and even racists. Although the characters are far from their native societies, they still bring with them their racial and cultural prejudices.

THE PLOT

The story consists of two plots: the **main plot** and the **sub-plot**.



1. The **main plot** deals with the conflicting relationship between the narrator and Mr. Kelada.
2. The **sub-plot** deals with the relationship between Mr. Kelada and Mr. Ramsay. They discuss real pearls (nature-made) and cultured pearls (man-made), then they bet whether Mrs. Ramsay's necklace is made of real pearls or imitation.

The two plots are **connected**. The sub-plot serves to bring the complications of the main plot to its climax and solution. That is, *after the narrator discovers that Mr. Kelada is in fact a gentleman (despite his vulgar manners) he changes his opinion about him.*

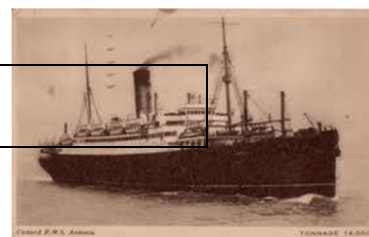
THE CHARACTERS

The characters may be divided into different groups:

- The **major** characters: *Mr. Kelada and the narrator*
- The **minor** characters: *Mr. And Mrs. Ramsay, and the doctor.*

- The **prejudiced**: *the narrator and Mr. Ramsay.*
- The **non-prejudiced**: *Mr. Kelada, the doctor and Mrs. Ramsay.*

- The **Oriental**: *Mr. Kelada*
- The **Westerners**: *Mr. And Mrs. Ramsay and the narrator.*



- The characters are described by their appearance and characteristics, except for the narrator.
- In behavior Mr. Kelada is the double of Mr. Ramsay: both are dogmatic and cocksure. Physically, however, Mr. Kelada is a contrast to Mr. Ramsay. While Mr. Kelada is “short and of struday build”, Mr. Ramsay is a “great heavy fellow. **Their physical contrast is an expression of their contrasting mental and cultural attitudes.**
- Mrs. Ramsay is not what she seems to be. Her quietness and outer appearance prove to be deceptive. Physically, Mrs. Ramsay is a contrast to her husband. While he is “a great heavy fellow with loose fat under his tight skin”, she is a “very pretty little thing.” Their physical contrast reveals their incompatibility – disharmony in their marriage.

THE NARRATION - POINT OF VIEW

The story is told in the **first person** – the narrator sees everything and is a part of the plot.

In the **first part**, where he meets with Mr. Kelada, the narrator is **more active, and involved**. He observes, comments and judges Mr. Kelada as he sees him through his own eyes. Since he is influenced by his prejudiced British society, his judgments are **subjective**.

In the **second part**, involving the necklace examination, the narrator is **less involved**. He is like a cameraman who takes photos and writes down what he hears **objectively**. After the chain examination is over, the narrator becomes subjective again.

In the **last part**, the narrator discovers Mr. Kelada's true character. As a result, **he undergoes a change** – he realizes that people should not be judged by their looks but by their actions and character. It is the narrator who closes the story.

(Distinguishing different perspectives)

THE TURNING POINT OF THE STORY

The cultured pearls topic is the crisis of the story. The heated argument between Mr. Ramsay and Mr. Kelada reveals their true characters.

Mr. Ramsay appears to be a prejudiced person who does his best “to have a fling at the Levantine”.

Mrs. Ramsay's character is also revealed as being unfaithful to her husband. When she was alone in New York for a year, she probably had a lover who gave her the expensive pearls. Nevertheless, she is honest enough to secretly return to Mr. Kelada his “lost” money.

Mr. Kelada, who has been considered a pushy, inconsiderate and vulgar person, turns out to be a real gentleman who saves Mrs. Ramsay's marriage.

The narrator also undergoes a change. When he realizes that Mr. Kelada behaves considerately with Mrs. Ramsay, he says “At that moment, I did not entirely dislike Mr. Kelada.” Suddenly, he becomes aware that **GENERALIZATION** and **STEREOTYPES** are not the right ways to judge people. **This is the moral lesson of the story.**

REAL PEARLS AND CULTURED PEARLS

At first glance, real pearls and cultured pearls look the same. But only a closer inspection can reveal what is real and what is imitation. The same goes for people. People from the same nationality seem the same. But only when we get to know them, we see that each person is different. For example, the narrator in the story dislikes Mr. Kelada because of his **name, luggage, appearance and nationality**. However, when he sees the true character of Mr. Kelada, he realizes that prejudice is not the right way to judge people. Therefore, the saying **DON'T JUDGE A BOOK BY ITS COVER** is relevant here

THE THEME: CULTURAL AND RACIAL PREJUDICE

The opening paragraph reveals this theme. From the start, the narrator expresses his prejudices against Mr. Kelada for no logical reason. **The narrator dislikes Mr. Kelada's name, his luggage, his appearance, his manners and even his pride in being British.**

When the narrator says that there are too many **labels** on Mr. Kelada's luggage it has a **double meaning**: First, Mr. Kelada travels a lot so there are labels from different ports on his suitcases. Second, people put labels on him so they are prejudiced and they stereotype about him.

The narrator repeats the expression "I disliked Mr. Kelada" a number of times.

In spite of the fact that Mr. Kelada is jovial, hearty and sociable, the writer criticizes him for being talkative, boring and obnoxious. However, Mr. Kelada and the narrator behave differently because they come from different cultures (***explaining patterns***). Strangely, all the Westerners feel the same, and they give Mr. Kelada the nickname "Mr. Know-All". **What seems good and friendly to Mr. Kelada seems bad, pushy and vulgar to the Westerners. (*Distinguishing different perspectives*)**

Ironically, despite the cultural differences between the narrator and Mr. Kelada, they share the same attitude towards women. Both refer to Mrs. Ramsay as "a pretty little thing".

The author does not name the narrator for a purpose: the racist narrator can be any one of us. We all may be guilty of judging people by stereotypes and generalizations rather than examining the true character of people and getting to know them as individuals. Thus, the moral lesson of the story is to avoid stereotypes and prejudices and to judge persons as individuals.

THE MEANING OF THE TITLE

For one thing, A "Know-all" is someone who thinks he knows everything. While all the other passengers used it as an insult, Mr. Kelada took it as a compliment. For another thing, in the end it turns out that Mr. Kelada is the real "know-all" because he is the only one who knew that the pearls are real.

Cultural issues and relevant vocabulary

- During the period between 1920 and 1933, the US government forbade the sale of any alcoholic drinks. This period was known as **Prohibition**. Since in this story the ship was sailing from San Francisco, it was "bone-dry". That is, no alcohol was sold on the ship. Although the sale of alcohol was illegal, it was possible to buy it on the black market, as Mr. Kelada obviously had.

- The bet made in the story is whether Mrs. Ramsay's chain was made of real (natural) pearls or imitation (cultured) pearls. Pearls form naturally inside certain freshwater and seawater shellfish such as oysters. They were very rare and so they were very valuable. Around 1916, a few years before the setting of this story, the Japanese adopted a technique of 'helping' the shellfish to make the pearls and these became known as 'cultured' pearls. They were, of course, less valuable than the natural ones, but only real experts in the field could tell the difference just by looking at them.



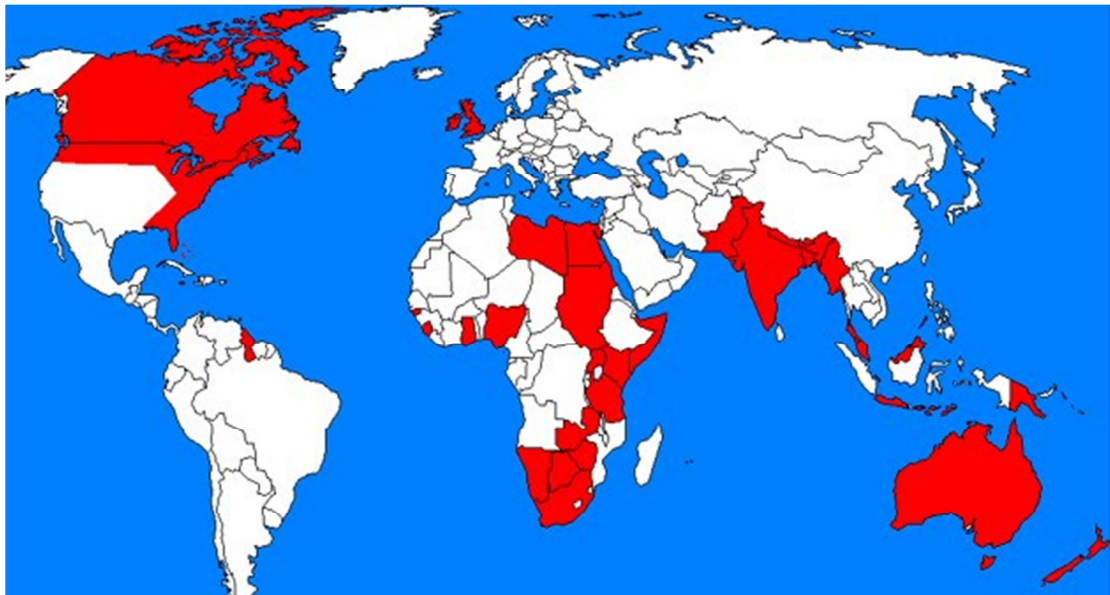
- The narrator is obviously British (probably English) as he says he would prefer a cabin companion with a name like Smith or Brown. Typical characteristics of British gentlemen at that time were that they dressed in quiet colors, they did not talk very much and did not use gestures when they did. That is why the narrator uses so many words and expressions to describe how much and how Mr. Kelada speaks - to show that he did not know how to

behave 'properly'. For example: chatty, exuberant, hearty, jovial, loquacious and argumentative, acrimonious and interminable, vehement and voluble. At the time of King George (after Queen Victoria), Britain was an empire, ruling many countries, such as India. **The citizens of these colonies were given British passports, but were considered second-class citizens.**

HOTS

1. **Distinguishing Different Perspectives** – this HOTS helps us understand the different perspectives of the characters in the story and the different perspectives the narrator presents in the two parts of the story.
2. **Explaining Patterns** – this HOTS helps us understand how the characters behave and why. That is, the narrator behaves like a snob because of the British culture he comes from, that's why he criticizes Mr. Kelada's behavior. Mr. Kelada, on the other hand, behaves in a pushy and over-friendly manner because of his culture, that's why he doesn't understand why the other passengers don't appreciate his efforts to organize all the social events on the ship.

The British Empire in the 1920's



(questions and answers from the Bagrut tests including summer 2015)

Bridging Text and Context: Write: 80 - 100 words.

"... I had an acute power of observation and it seemed to me that I could see a great many things that other people missed. I could put down in clear terms what I saw." – from *The Summing Up* by Somerset Maugham

Relate this quote to Mr. Know-All. Support your answer with examples from the story.

POSSIBLE ANSWER:

We can see Somerset Maugham's "acute power of observation" reflected in two characters in Mr. Know-All:

The narrator and Mr. Kelada. The narrator (although he doesn't seem too observant when it comes to his own prejudices) is a man who notices things about people that others in the story don't. For example, he sees that Mrs. Ramsay is in distress when Mr. Kelada asks to see her necklace, whereas her own husband doesn't seem to notice this at all. He also describes the passengers on the ship in great detail, in particular Mr. Kelada, to the point where we feel we can see him and know what he's like: his "exuberant" gestures, his "lustrous" dark eyes, his pushiness, his arrogance. But Mr. Kelada, too, is an observant gentleman: from Mrs. Ramsay's behavior at the dinner table he understands very quickly that she has something to hide and this is the reason why he agrees to lose face and "admit" the necklace is an imitation.

1. MR. KNOW-ALL / Somerset Maugham

"I was prepared to dislike Max Kelada even before I knew him."

a. Give TWO reasons why the narrator dislikes Mr. Kelada even before he meets him. (5 points)

Two of the following or other suitable answers in any order:

His suitcases are too big. / His suitcases have too many labels on them. / He has a Middle Eastern name. / He has too many expensive toiletries in the bathroom. / His brushes look dirty.

b. How is Mr. Kelada's profession relevant to the story? (5 points)

Mr. Kelada is in the pearl business. He claims to be an expert in pearls and therefore he is the only one aboard ship who can tell if Mrs. Ramsay's necklace is real.

c. What does the narrator understand when Mrs. Ramsay says she can't undo the necklace? (10 points)

The narrator understands that Mrs. Ramsay does not want to take off her necklace because she doesn't want Mr. Kelada to examine it. She is afraid that if she does Mr. Kelada will discover that the pearls are real and her husband will realize that she is lying about where she got the necklace.

d. (1) If you had been on the ship with Mr. Kelada, would you have disliked him as much as the narrator did? Explain.

Possible thinking skills: Different perspectives / Comparing and contrasting

The narrator's opinion of Mr. Kelada is very negative but I would have liked him. The narrator is very prejudiced against him because of what he thinks is his background. He also thinks he is a show-off. I think he is well-read and a good conversationalist. He is warm and friendly and tries to organize activities on the ship. He also turns out to be a sensitive, kind man ready to sacrifice his reputation to save Mrs. Ramsay's marriage.

OR

The narrator's opinion of Mr. Kelada is very negative. He describes him as a show-off and as a pushy, vulgar person. He says he tries to control every conversation and all the activities on the ship. I agree with the narrator. I dislike Kelada's efforts to pretend he is an English gentleman when he obviously is not. I don't like people who try to pretend they are something they are not.

e. At the dinner table there is a discussion about cultured pearls and real pearls.

How can the difference between cultured pearls and real pearls be seen as a metaphor in this story? Explain in connection to at least ONE of the characters. (15 points)

Possible information:

Cultured pearls are made to LOOK like real pearls but they are NOT. They are an imitation. That is, things are not always what they seem to be. We can see this is true not only of pearls but of certain characters in the story as well:

- i. Mr. Kelada: The narrator at first considers him loud, vulgar and definitely not an "English gentleman", but Mr. K's sacrifice of his own pride to save the marriage of Mrs. Ramsay reveals him to be a true gentleman, quite different from the impression he had made on the narrator at first. He turns out to be a "real pearl", a truly decent and kind human being.
- ii. Mrs. Ramsay: The narrator sees her as modest and innocent but she turns out to be not quite as innocent as she seems to be: she's carrying on an affair behind Mr. Ramsay's back!

22. MR. KNOW-ALL / Somerset Maugham ()

Bridging Text and Context: Write 80 - 100 words.

Somerset Maugham felt that his stories had to have a moral and teach people tolerance, wisdom and compassion. Explain how this statement is relevant to "Mr. Know-All". Support your answer with examples from the story.

This quote definitely applies to the story "Mr. Know-All". First of all, we can see the story has a moral: Don't judge a book by its cover. People are not always what they seem and we should not be so quick to judge people, because they may surprise us for the good (and for the bad). The narrator from the start is prejudiced. He tells us repeatedly that he was prepared to dislike the man who shared the cabin with him because of his name, the tags on his luggage and his physical features. He believes Mr. Kelada is not a real gentleman ("I did not like Mr. Kelada."). However, Mr. Kelada is not an easy person to like. He is nosy, bossy, loud and domineering. He is, however, shown to have a heart of gold when he saves the honor of a lady on the ship and loses his reputation as someone who is never wrong. He makes a bet about the authenticity of Mr. Ramsay's pearls and, when he sees she is about to be exposed for having a lover, he shows compassion for her and purposely loses the bet giving up on the \$100 in addition to his reputation. Unlike Mrs. Ramsay's husband, Kelada is aware that she is uncomfortable with the way the conversation is going. Despite his obvious faults, he is shown to be

very wise in the ways of people. In addition, the narrator changes at the end of the story and becomes more tolerant of Mr. Kelada ("...I did not entirely dislike Mr. Kelada").

Students should relate to at least two of the elements mentioned in the question.

MR. KNOW-ALL / W. Somerset Maugham

Bridging Text and Context: Write: 80 - 100 words.

Somerset Maugham has an ability to see human weaknesses. He's realistic about people and knows well that human beings are not all good or bad. For this reason he doesn't praise or criticize them too much. – Adapted from *The Collected Stories of Somerset Maugham*

Make a connection between the above quote and the story. Support your answer with information from the story.

ANSWER: (שימו לב: זו אינה תשובה מלאה אלא רק נקודות שצריכות להופיע בתשובה)

Answer must relate to at least one character from the story and discuss the character's good and bad qualities .

Mr. Kelada:

Good qualities : He is sociable, generous, willing to share his things, an organizer.

He is cultured. He has a very kind and human side .He is ready to look like a fool in order to help a woman he hardly knows .He is a true gentleman .

Bad qualities: Mr. Kelada has many weaknesses: self-important, arrogant and bossy, argumentative, vain .

He loves showing how smart, rich and cultured he is. He talks a lot .

If pupil does not mention Kelada helping Mrs. Ramsay at the end take off 20% of content.

Mrs. Ramsay:

Good qualities: She is modest. She has a nice sense of humor. She has pleasant manners.

Bad qualities: She lies to her husband. She is willing to let Mr. Kelada lose his honor.

The narrator:

Good qualities: He notices things about people. (e.g., he notices how upset Mrs. Ramsay is when the pearls are discussed).

He is ready to change his opinion.

Bad qualities: He is prejudiced. He is a snob. He is unfriendly. He looks down on people in trade. He doesn't do things for other people.

1. Which of the following adjectives did the narrator use to describe Mr. Kelada?

- (i) unfriendly
- (ii) prejudiced
- (iii) modest

(iv) chatty

2. Some people at the dinner table admire Mrs. Ramsay's pearls. How does she react? Give ONE answer.

Mrs. Ramsay turns red / blushes.

Mrs. Ramsay is embarrassed / frightened.

Mrs. Ramsay puts her pearls inside her dress / tries to hide her pearls.

She is anxious / worried / afraid she will be found out.

3. How do the personalities of Mr. Ramsay and Mr. Kelada differ?

Give information from the story to support your answer.

Mr. Ramsay is not a sensitive person. He is arrogant and selfish.

Supporting detail: He doesn't listen to what his wife says and doesn't even notice the look in her eyes when he gives the pearls to Mr. Kelada.

On the other hand, Mr. Kelada is sensitive.

Supporting details: He is aware of Mrs. Ramsay's feelings and tries to help her. He sees the look on her face and realizes that she is hiding something from her husband. / He puts Mrs. Ramsay's reputation before his own. He keeps her secret.

Mr. Kelada is a true gentleman.

Supporting detail: He lies to protect Mrs. Ramsay's secret.

Mr. Ramsay, on the other hand, is not a gentleman.

Supporting detail: He is insensitive to his wife's feelings. He doesn't understand that she doesn't want to take off the pearls and he doesn't see the look in her eyes when he gives the pearls to Mr. Kelada. Mr. Ramsay thinks he knows everything but is actually an ignorant man. Mr. Kelada is also a know-it-all but actually is knowledgeable.

Supporting detail: The narrator tells us that Mr. Ramsay argued with Mr. Kelada about pearls although he had no idea about them, while Mr. Kelada did because he worked in the pearl business.

4. a. After the discussion about the pearls at the dinner table, Mr. Kelada "took out his pocketbook and from it a hundred-dollar bill. He handed it to Ramsay without a word... Mr. Kelada's hands were trembling." Why do you think Mr. Kelada's hands were trembling? Give information from the story to support your answer.

NOTE: For this question use ONE of the thinking skills from the Appendix

Thinking skill I chose: *Inferring / Explaining cause and effect*

Mr. Kelada's hands were trembling because it was very difficult for him to say that he was wrong about the pearls.

Supporting detail: He knew that he was right but he was protecting Mrs. Ramsay. He knew people would make fun of him and they did that evening.

5. a. The narrator thinks that Mr. Kelada "would not drop a subject, however unimportant, till he had brought you round to his way of thinking." Make a connection between this quote and Mr. Kelada's behavior

at the end of the story. Give information from the story to support your answer.

This is not true at the end of the story because at the dinner table Mr. Kelada drops the subject of the pearl necklace the moment he sees Mrs. Ramsay's face.

b. At the end of the story Mr. Kelada says, "No one likes being made to look a perfect damned fool." Explain what he means by this.

At the end of the story Mr. Kelada does not want to appear as a fool especially when he is right. The title of the story is Mr. Know All. The people on the ship all thought that Mr. Kelada really did know everything. Everyone on board now thinks that he does not know everything.

Accept: Mr. Kelada lied in order not to make a complete fool out of Mrs. Ramsay. She would have been humiliated if everyone had found out where she really got the pearls from.

Mr. Kelada lied in order not to make a complete fool of Mr. Ramsay. If Mr. Kelada had told the truth, everyone would have known that his wife had had an affair while he was in Japan and he would have been humiliated.

Mr. Kelada says this to explain why he takes the \$100. It makes him feel better and less like a fool.

1. When the narrator enters his cabin for the first time, he sees Mr. Kelada's possessions. Explain what the narrator thinks about one of these possessions.

He thinks there are too many labels on his suitcases. / His brushes are dirty. / His brushes are too fancy. (ebony with his monogram in gold) / His wardrobe trunk is too big. / He owns expensive perfume (Monsieur Coty).

2. After first talking to Mr. Kelada, the narrator says, "King George has many strange subjects." What does he mean by this?

(i) Mr. Kelada doesn't like England.

(ii) Mr. Kelada doesn't speak English.

(iii) Mr. Kelada doesn't look British.

(iv) Mr. Kelada doesn't have a British passport.

3. How do the narrator's feelings about Mr. Kelada change from the beginning to the end of the story?

At the beginning of the story he said that he did not like Mr. Kelada. He thought he was a loud showoff. At the end he said that he did not entirely dislike him. His feelings about him changed because he saw that Mr. Kelada was a sensitive person who was ready to lose a hundred dollars and look like a fool to help Mrs. Ramsay.

4. a. What do we learn about Mr. Ramsay's character from the story? Give information from the story to support your answer. NOTE: For this question use ONE of the thinking skills from the Appendix Thinking skill I chose: *Inferring*

Mr. Ramsay is really the ignorant showoff in the story. He is also insensitive to the feelings of others, especially his wife's feeling.

Answer should be supported by one or more of the following: He pretends to know about pearls but really couldn't tell that his wife's pearls weren't fake. / He doesn't notice that Mrs. Ramsay doesn't want to take off her pearls. / He doesn't see how frightened she is. / He is not aware of where she got the pearls from.

5. a. While Mr. Kelada is examining the pearls, Mrs. Ramsay's face changes. How does this affect Mr. Kelada?

Mr. Kelada understands that Mrs. Ramsay knows her pearls are real. He realizes that she has kept a secret from her husband but he decides to protect her and pretends he has made a mistake about the pearls.

b. How does our opinion of Mrs. Ramsay change at this point in the story? Give information from the story to support your answer.

In the beginning we think she is a nice, modest lady. Our opinion changes at this point in the story because we learn that she lied to her husband about her necklace. We think that she is not so innocent and that she is keeping something from her husband.

MR. KNOW ALL / W. Somerset Maugham

"Judgment prevents us from seeing the good that lies beyond appearances." —Wayne Dyer

Make a connection between the above quote and the story. Give information from the story to support your answer.

Most of us are quick to judge others. But, as the quote says, judgment prevents us from really getting to know others and seeing the good in them. This is exactly what the narrator does in the story. In the end, Kelada's helping Mrs. Ramsay by lying and losing his reputation proves that he is really a good man and that the narrator has misjudged him.

Supporting information: The narrator dislikes Mr. Kelada even before he meets him. // He dislikes his name and the look of his luggage. // When he meets him, he dislikes him because of his appearance

and the way he talks. He also thinks he is very loud and seems to know about everything. // The narrator says at the end, "I did not entirely dislike Mr. Kelada."

MR. KNOW ALL / W. Somerset Maugham

"A person has to have time and patience, and to observe people carefully in order to learn their true secrets. Eventually, people say or do something that reveals who they really are." – *Adapted from A Writer's Notebook by Somerset Maugham*

Make a connection between the above quote and the story. Support your answer with information from the story.

The quote says that to understand a person's character you must observe him for a long time. Even though the people in Mr. Know All are on the ship for only fourteen days, they spend most of their time together. The narrator at first considers Mr. Kelada to be a self-centered showoff. Mrs. Ramsay he sees as charming and modest. But the narrator understands what both of them are really like after he sees the look on Mrs. Ramsay's face during the discussion about the pearls and after he hears Mr. Kelada lie about the pearls to save her. He understands that Mr. Kelada cares about others and is not self-centered, and that Mrs. Ramsay isn't honest, because she lied to her husband.

1. Why is the narrator not happy about sharing a cabin with Mr. Kelada?

- (i) He doesn't like his accent.
- (ii) **He doesn't like his name.**
- (iii) He doesn't like Americans.
- (iv) He doesn't like diplomats.

2. What annoys the narrator about Mr. Kelada?

- (i) Mr. Kelada doesn't talk to him at dinner.
- (ii) Mr. Kelada doesn't know how to play cards.
- (iii) **Mr. Kelada spends a lot of time with him.**
- (iv) Mr. Kelada likes to talk to Mrs. Ramsay.

3. Why does Mr. Ramsay challenge Mr. Kelada's knowledge of pearls?

Give information from the story to support your answer.

-Mr. Ramsay doesn't like Mr. Kelada and can't resist the opportunity to challenge him.

-It's in Mr. Ramsay's nature to challenge him. It puts him in a superior place where he thinks he belongs.

-Mr. Ramsay wants to show Mr. Kelada that he doesn't know everything.

Support: Mr. Ramsay and Mr. Kelada argue all the time about everything. -The narrator says that both men are stubborn / dogmatic. -Mr. Ramsay resents Mr. Kelada's cocksureness.

-He couldn't help having a fling at the Levantine.

Mr. Ramsay was sure that his wife's pearls were fake and that Mr. Kelada was mistaken about them and Mr. Ramsay wanted to prove him wrong.

Support: Mrs. Ramsay told her husband that she had bought the pearls at the department store for \$18 on the day they left New York.

Mr. Ramsay wanted to make an easy \$100.

Support: Mr. Ramsay was sure that his wife's pearls were fake because she told him that she'd bought them at a department store for \$18, so he was sure he would win the bet.

Mr. Ramsay wants to show that he knows everything better than everyone else.

Support: "He is as dogmatic as Mr. Kelada."

-"The discussions they had were acrimonious."

Mr. Ramsay was as dogmatic as Mr. Kelada and didn't like him so he wanted to present Mr. Kelada to the people on the ship as a fake Mr. Know All, which means that he wanted to prove that Max Kelada doesn't really know everything. As the narrator says that although Mr. Ramsay might not know anything about pearls but he wanted to insult Mr. Kelada.

4. For this question, choose ONE of the thinking skills from the Appendix (נספח) on page 16 OR any thinking skill studied in class. Use this thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

In the first half of the story, the narrator says clearly how he feels about Mr. Kelada. How does this relate to the narrator's statement about Mr. Kelada at the end of the story? Give information from the story to support your answer.

Cause and effect:

By using the thinking skill of explaining cause and effect, I can understand how the narrator's opinion of Mr. Kelada changes. When I look at the narrator's opinion at the beginning of the story I see he has nothing good to say about Mr. Kelada because he is prejudiced against him. At the end of the story, however, I see the narrator was affected by Mr. Kelada's actions, which cause him to admit that he doesn't entirely dislike Mr. K. He now thinks he is a British gentleman / he is a good person.

Support: At first, the narrator says Mr. Kelada is not really British / he doesn't like his belongings / Mr. K. talks too much / he behaves as if he knows everything.

-At the end of the story, the narrator understands that Mr. Kelada has sacrificed his own reputation to protect Mrs. Ramsay's honor because he says that the pearls are not real.

Distinguishing different perspectives:

At the beginning of the story, the narrator sees Mr. Kelada through prejudiced eyes. At the end of the story, though, he changes his perspective on Mr. Kelada and sees the gentleman that he really is.

Support: The narrator dislikes Mr. Kelada before he even meets him based on his name. He dislikes him even more after he meets him because of how he looks. At the end, though, Mr. K. sacrifices his reputation for Mrs. Ramsay by lying about the pearls and the narrator sees him differently.

Comparing and contrasting:

At the beginning of the story, the narrator only sees the bad things about Mr. K. and he dislikes him. In Contrast, at the end, he can see the good in Mr. Kelada and he doesn't dislike him as much.

Support: The narrator judges Mr. K. By his name and appearance, but later on, when Mr. K. lies for Mrs. Ramsay, he can see that he is a gentleman.

5. a. During the discussion at the dinner table, Mr. Kelada looked at the pearls closely and smiled. "He was about to speak. Suddenly he caught sight of Mrs. Ramsay's face... You could almost see the effort he was making over himself." What could be the results of the moral conflict Mr. Kelada is facing?

If Mr. Kelada doesn't lie: Everyone will know that the pearls are real / that Mrs. Ramsay has been lying.

- He will keep his reputation.
- Mrs. Ramsay's marriage might be in danger.
- He will cause Mrs. Ramsay embarrassment.
- Mr./ and Mrs./ Ramsay will fight / get divorced.

If Mr. Kelada lies: he will lose his reputation.

- Everyone will laugh at him.
- Mrs. Ramsay's marriage will be saved.

b. After the discussion about the pearls, "... Mrs. Ramsay retired to her stateroom with a headache." What is Mrs. Ramsay's attitude towards Mr. Kelada at the end of the story? Give information from the story to support your answer.

- Mrs. Ramsay is grateful to Mr. Kelada for helping her.
- She feels that she must repay Mr. Kelada.
- She appreciates his sensitivity / kindness.

Support: She (secretly) gives Mr. Kelada back \$100.

A Summer's Reading by Bernard Malamud

A SUMMER'S READING BY BERNARD MALAMUD



Setting and Plot

This story appeared in *The New Yorker* in 1956. **The story is set in New York City during one hot summer.** The main character called George Stoyonovich – a 20 year old "neighborhood boy" quit high school at 16 on an impulse. One summer he had no job and sat around in the hot apartment he shared with his father and sister, who worked all day. He did not feel too happy during the day, but at night he felt better when he walked around the neighborhood and sat in a small park. One night he met Mr. Cattanzara and told him that his summer occupation was reading 100 books to pick up his education. This gave him a certain prestige around the neighborhood, as everyone heard about his project. The truth, which he was always fearful that people would discover, was that he hardly read anything at all. **During this summer George is forced to read into his own life and see the truth about himself with the help of Mr. Cattanzara.**

Characters

George is both emotionally and financially dependent on others, yet he doesn't have the motivation or determination needed to change his life. We learn at the beginning that he is uneducated – a high school dropout, and unemployed. Without education, George cannot get a good job or live a better life as he dreams of doing. His dreams are simple and materialistic: a job, a house with a porch on a street with trees, spending-money, a girl and respect from the neighborhood people. He wants to achieve the **American Dream**. George is trapped; on the one hand, without education he is doomed to live a hard, gray life. On the other hand, without a sense of self-worth he is unable to change himself.

This is where his neighbor and only friend **Mr. Cattanzara** enters the picture. The fact that Mr. C. works as a **changemaker** at a subway station is symbolic. **On the literal lever**, his job is to give change to people who buy tickets. **On the figurative level**, he is a change-maker – he tries to create a change in George by giving him some insight into his life. He acts as a father figure and role model that George so desperately needs. Through Mr. C. words and actions, George faces some very unpleasant truths about himself (*he is childish, immature, a liar and a failure*). **Mr. C. can understand and sympathize with George since he is an older version of George.** He made the same mistakes in life that George is about to make. Mr. C settled for second best and has now become a frustrated man. Mr. C. tries to protect George by giving him both encouragement and warning "**Don't do what I did**".

The two characters are similar in a few aspects.

- a. **Both are intelligent.** Mr. C. reads the *New York Times* (only the intellectual elite can read this paper). George reads the World Almanac (factual material), he doesn't like fiction – he is more interested in knowledge. Yet his problem is that he lacks imagination and inspiration. Both of them are thirsty for knowledge but haven't completed their formal education.
- b. **Both find a means of escaping their bitter reality.** Mr. C. gets drunk (to temporarily escape his fat, sickly, suffocating wife and the boredom of an unchallenging job).

George escapes by:

1. Finding excuses for not doing things, such as going back to school.
2. Lying to himself and others about his reading so as to avoid shame.
3. Shutting himself up in his room.
4. Going to the park in the evening where he can forget about everything and fantasize about a better life for himself.
5. Hiding all day in his room to avoid meeting anyone.

Who is to blame for George's behavior and will he ever change? It is for us, the readers, to decide.

Take the following into account:

1. George himself – is he simply a lazy bum? A dreamer? An immature young man who acts on an impulse? An escapist?

George is a loner. He doesn't fit in anywhere. He avoids hanging out on the candy store corner with a gang of guys he knows. He also ignores the neighborhood people until they start smiling at him after the first rumor (**that he is reading 100 books**) is spread by Mr. C. Clearly, when George likes himself, he is able to like others. **The most important thing for George is gaining the respect of others but he isn't willing to work hard for it.**

George allows feelings of shame and guilt to paralyze him instead of motivating him. For example, his lack of education and job push him into telling the big lie: "I'm staying home, but I'm reading a lot to pick up my education". Later on George avoids meeting Mr. C. because he would then have to **either** admit the truth (that he isn't reading worthwhile books) **or** he would have to live up to the rumor (and start reading). Since he is unable to do either, he chooses to escape. **Conclusion:** George makes no real effort to change his life.

2. The family: George can find no emotional support there. The mother is dead and is not mentioned at all. The father is not a dominant figure in the house. George doesn't have a warm father-son relationship with his father. The lack of communication between them is made evident when George shuts himself up in his room and all his helpless father can do is cry. Sophie, the older sister, is unable to cope with being a housekeeper, a breadwinner and a substitute mother. She isn't as passive as the father. Yet her tactics of rewarding George with money when she is pleased with him or yelling at him when she is not are ineffective. **Conclusion:** the family fails to fulfill George's needs – no love, no patience, no understanding and no communication.

3. The society and environment – the neighborhood: everyone except for Mr. C. is indifferent towards George. Most of the people are poor and uneducated. George has no role model. Everywhere he looks all he can see is poverty and neglect: broken sidewalks in a business area, everything is "hot and stony" (people are sitting outside fanning themselves because of the heat), no trees or gardens except for the park,

The neighborhood population is mostly made up of immigrant families. These people came to America, the Land of Opportunity, in order to make a better life for themselves. George also wants to achieve the American Dream but he isn't ready to struggle for it. As a result, he doesn't get the respect he desires from the people around him.

The names are symbolic: *Stoyonivich* is Polish for *staying in one place*, *Cattanzara* is Italian for *chained*. These names are symbolic because they shed light on the characters. That is, George doesn't do anything to change his life and he literally sits in one place – his room. Mr. C is chained to his wife and desperate life without any chance of improving them because he has no formal education.

4. The school system failed to encourage George to complete his studies. George quit out of an impulse – so why didn't anybody from school try to change his mind? He didn't drop out because he lacked intelligence but because he "had lost patience". He wanted to "learn different things than they learn there". **Conclusion:** George didn't get a feeling of self-worth from his family, neighbors or teachers. Thus, he doesn't believe in himself.

Theme and Moral lesson

Bernard Malamud's stories show great *insight* into the problems of everyday life, and at the same time reveal a basic faith in mankind. In this story he deals with **friendship, motivation to achieve life**

goals and education. **First**, sometimes what a person needs is some encouragement from a friend to change his life. Mr. C pushes George to change his life. **Second**, a person needs to be motivated to do something meaningful with his life and achieve his dreams. It takes a whole summer for George to understand that if he doesn't do something with himself, he won't be able to achieve any of his dreams. **Third**, education is important because without it chances are you'll have an uninspiring job like Mr. C. The story ends on an optimistic note when George finally goes to the library in the fall and starts reading.

The meaning of the title

The story is called *A Summer's Reading* although George hasn't read any significant books at that time. However, what he "reads" or understands is his desperate situation. That is, he reads the book of his life and he doesn't like it. Eventually, he takes matters into his hands and makes the necessary change.



Hots

Cause and Effect

Bernard Malamud leaves us to decide whether George will turn his dreams into reality. Is the visit to the library a sign that George is serious about changing? Or is it just another act of impulse? Has Mr. Cattanzara's use of **reverse psychology** (*a persuasion technique which involves telling someone exactly the opposite of what he expects in order to achieve the wanted outcome*) worked?

He tries to help George in the following ways:

Cause	Effect
By giving George respect and encouragement. In the first meeting Mr. C. spreads the rumor that George has begun reading.	George is filled with self-confidence and good will. He makes a little effort to start reading.
By keeping silent. Mr. C doesn't tell anyone the truth.	George is filled with guilt and shame. He loses interest in everything "things weren't so good for him".
By having a sly, insulting manner with George and finally by warning him "Don't do what I did".	George shuts himself away, unable to function and is forced to face his lies.
By spreading a second rumor that George has finished reading 100 books. He uses reverse psychology. (This is NOT written specifically – we can infer what he said.)	George is relieved and gains the respect of society. Now it is up to him what he will do with his life. If he starts reading, he will do it for himself.

Inferring

There are many things which are not written explicitly in the story but we can infer them. For example, what Mr. C meant when he says: "Don't do what I did", or what two rumors he spread and what exactly he has told the people in the neighborhood about George.

symbolism.

Mr. Cattanzara's job is to give change in a ticket booth of a subway station. He is a change maker because he **literally** gives people change for their tickets. **On the symbolic level**, Mr. Cattanzara is a change maker because **he makes a change in George's life**. The name "Cattanzara" means "chained", and although he is chained to his life and cannot change it, he can bring about change in the lives of others.

(When George locks himself in his room for almost a week, he goes through a change, or metamorphosis, like a caterpillar that emerges from its cocoon as a butterfly. George emerges as a changed person, but like a butterfly that has a short life, we do not know if this change is lasting.)

(questions and answers from the Bagrut tests including summer 2015)

a. Sophie and Mr. Cattanzara are both change makers. Describe how each one influences George's behavior.

Thinking Skill: Cause and effect

Answer: Sophie yells at George. She brings him magazines. She threatens to throw him out of the house. After Sophie yelled at George he went to the library. It really took him sometime and only in the fall did he go to the library.

Mr. Cattanzara tells the neighborhood people that George is reading. He is a good friend. He supports him, talks to him. He tells him not to do what he did. As a result, he knows that reading books would help him achieve his goals.

b. What can you infer about why Mr. Cattanzara:

a) became friendly with George?

(8 points)

b) did not say anything about George not reading?

(7 points)

a) He wanted to be nice to him because he saw he was alone. He wanted to encourage him to get an education. He didn't want George to end up like him.

b) He didn't want George to give up. He wanted George to continue feeling good about himself. He hoped George would still go and read some books.

A SUMMER'S READING / Bernard Malamud

Bridging Text and Context: Write 80 - 100 words.

Malamud is known for telling stories that have a moral lesson.

How does this information add to your understanding of "A Summer's Reading"? Give examples from the story.

Possible points to be developed into answers (נקודות שאותן אפשר לפתח ולדון עליהן בתשובה)

– If you want something, then dreaming or lying won't get you there, you have to work hard to achieve it.

– The respect of others is worth nothing if you don't respect yourself.

- It isn't enough to be literate and intelligent. You have to do something with it.
- You need education to improve your situation in life.
- Don't waste your life and potential.

Possible answer

As in Malamud's other works *A Summer's Reading* has a clear moral lesson. The moral lesson here is shown through Mr. Cattanzara. He represents the adult who didn't make anything of himself despite his intelligence. He reads *The New York Times* every day yet he works as a change maker in the subway. He also has a drinking problem which shows that he is unhappy and frustrated with his life. Mr. Cattanzara tries to show George that he still has a chance to avoid the mistakes he himself has made and can change his life, but he can't do that by lying, being lazy or living in his imagination.

1. Before speaking to Mr. Cattanzara, how did George spend his days? Give TWO examples from the story. (5 points)

Two of the following or other suitable answers in any order:

He cleaned / tidied the house. // He sat in his room. // He read (old copies of) the *World Almanac* / copies of old magazines / newspapers (Sophie had brought home (from the cafeteria)) / He listened to the (ballgame on the) radio. / He went for walks in the neighborhood. / He spent time at the park

2. Give ONE way that people's attitudes towards George change after his first meeting with Mr. Cattanzara. (5 points)

ANSWER: They seem to respect / approve of him more. // People smile kindly at him. // Sophie is softer towards George / She shows him she is proud of him in different ways. / Sophie gives George a buck a week allowance.

3. "Go buy yourself a lemon ice, Georgie." Why did Mr. Cattanzara say this to George? (10 points)

ANSWER: Mr. Cattanzara says these words because he wants George to know that he isn't fooled by George's behavior / to show George his disappointment with his behavior. / He believes treating George like a child will "wake him up" and show him that his behavior is leading him nowhere. Mr. Cattanzara believes that George is only fooling himself and he is the one who will pay the price for this, not anyone else.

4. a. Why do you think it was so important to Mr. Cattanzara to help George change his life?

Support your answer with reference to the story. (10 points)

Possible thinking skills: Inferring / Comparing and contrasting / Explaining patterns / Explaining cause and effect / Distinguishing different perspectives / Problem solving

It was important for Mr. Cattanzara to help George change his life because he likes George very much and feels responsible for him. He identifies with George and sees in George a reflection of himself as a young man. He realizes that George is wasting his life and he knows that if he continues not doing anything to improve his situation, he will end up like Mr. Cattanzara himself. George is bright but confused, without direction. Like Mr. Cattanzara in the past, George is not making the most of his potential. His own life has been one of missed opportunities and he can see the same happening with George. He wants George to get an education and succeed in life, something he was unable to do.

5. Can we infer from the story that Mr. Cattanzara has really succeeded in changing George?

Support your answer with reference to the story. (15 points)

Yes, we can infer that Mr. Cattanzara has been able to change George. At the end of the story, George goes to the library, counts off one hundred books and starts to read. The writer chooses to end the story at this point, on a positive note. He is now able to start his education and growth. He has changed from being totally passive, to taking the first step to making a change in his life.

OR: (או אפשרות של תשובה אחרת, שלילית)

No, we cannot infer that Mr. Cattanzara has succeeded in changing George. The author has purposely given us an open ending because the outcome is not clear at all. We know that George has taken the first step with Mr. Cattanzara's help but now it is up to George. It is very possible that he will give up; the story gives us enough examples of times he has done this. He dropped out of school, wasn't able to keep a job and never did anything about his carpentry skills. So we are not convinced that on this occasion things will be different. In addition, George seems to need the constant approval from others and it will not be so easy for him to get this constant approval just by reading books.

21. A SUMMER'S READING / Bernard Malamud

Bridging Text and Context: Write 80 - 100 words.

"Many first generation Americans, like Bernard Malamud, valued education as a path to opportunity for themselves and their children." – From an interview for The Paris Review with Bernard Malamud by Daniel Stern. Explain how this quote adds to your understanding of the story.

This quote adds to my understanding of the story because it helps me to understand the reason reading was valued by Mr. Cattanzara and others in George's neighborhood. People came to the United States in search of the American dream: that everyone has an equal chance to succeed if they try hard enough. The people in the neighborhood were immigrants and understood that the only way that they, or their children, could succeed in the United States was by getting an education. Although George had dropped out of school, the people in the neighborhood encouraged George when they found out he was reading.

Answer can relate to Malamud's reason for writing the story.

A SUMMER'S READING / Bernard Malamud

1. Give TWO facts that we learn about George's family. (5 points)

ANSWER: Two of the following:

George's mother was dead. / The family was poor. / His sister was older than him. / Sophie resembled George. /

His father worked in the fish market. / His sister worked in a cafeteria in the Bronx. / Sophie had to take care of the house. / They lived above a butcher store. / They lived in a five room and / or railroad fat. / The father didn't talk much. / The father was shy. / The father got up early to go to work. / Sophie took the subway to work. /

Sophie was tall and bony. / Sophie didn't earn much. / Whatever Sophie earned she kept for herself. //

Sophie read a lot // Sophie left for work early / at 8 a.m.

ACCEPT: "They were immigrants."

ACCEPT: "There were three members in the family."

2. Why does George like Mr. Cattanzara? Give ONE reason . (5 points)

(George likes Mr. Cattanzara) because Mr. Cattanzara is really interested in him / he asks him questions / he cares about him / he treats him well / he gave him money as a child / he is different / he knows a lot. / He is an intelligent man.

ACCEPT: "He was nice to George" / "He helped George get respect in the neighborhood."

Accept examples such as "He gave him nickels to buy lemon ice as a kid" and "He knows what's in all the papers."

3. After Sophie realizes that George hasn't been reading the 100 books she says, "**Why should I break my back for you? Go on out, you bum, and get a job**". Do you agree with Sophie's opinion of George? Explain, with reference to the text. (10 points)

I agree with Sophie because George isn't doing anything worthwhile with his life. He told Mr. Cattanzara that he was reading 100 books and that made people respect him. It also made Sophie proud of him. However, then she realizes that he isn't doing any reading which means that he isn't doing anything about improving his situation. That is why she thinks she doesn't have to give him a weekly allowance and he should earn money by himself.

OR

I disagree with Sophie. She should understand that George is finding it difficult to change his life. She needs to be more sympathetic / encourage him / try to help him find a way to do that like Mr. Cattanzara is doing. She should continue to give him money for as long as she can.

Note: Pupils can relate to the entire quote or to part of it.

4. a. How does what we learn about George's family and / or his neighborhood help explain his situation at the beginning of the story? (10 points)

Possible thinking skill: Explaining cause and effect / Explaining patterns / Comparing and contrasting

Possible answers:

- There is no one to encourage George in his studies. He has no mother and his father works in a fish market. His sister works in a cafeteria. These are low-paying jobs that do not demand a higher education. The people who surround him in his neighborhood also work at low-paying jobs and haven't had a higher education.
- None of George's role models have made a success of their lives. That is why he gives up easily when faced with the challenge of high school. He knows that no one around him is successful and, therefore, the chance that he will be successful is very small. He gives up before he even tries.

5. At the end of the story, when George finally went out into the street, he ..."**walked, in disgrace, away from them [the people on the block], but before long he discovered they were still friendly to him**".

a. What do you think Mr. Cattanzara has done to make people feel friendly towards George? (7 points)

Mr. Cattanzara (might have) told people that George has finished reading 100 books. That is why they still respect George and admire him for trying to get an education. They don't know he lied about the reading.

b. What might be Mr. Cattanzara's motive for doing this? (8 points)

Mr. Cattanzara knows George has a need for respect. If he still has people's respect he might actually do the reading / improve his education / get a better life for himself.

Answer must include one of the following elements: Mr. C's understanding of George's need for respect OR Mr. C wanting to cause a change in George (for him to start reading, get an education, etc.).

1. Give TWO reasons why George is dissatisfied with his life. (5 points)

Two of the following: He has no money / no job / no girlfriend. // He is bored. // He feels he doesn't get respect. // He hasn't finished school. // He wanted a bigger house / to live in a better neighborhood. // He is lonely. // He doesn't have anyone to talk to. // He doesn't have a mother. // He doesn't have a relationship with his father. // His family / father is poor.

Accept: His sister has stopped giving him money.

Accept: He feels bad about lying to Mr. Cattanzara.

Accept: He thinks everyone knows about his lie.

2. What was the rumor that went around the neighborhood after George's first conversation with Mr. Cattanzara?

That George had a list of (100) books and was already reading them. // That George was picking up his education.

3. "For a few weeks he [George] had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy."

Why did Mr. Cattanzara's silence make George "a little uneasy"? (10 points)

George felt that Mr. Cattanzara knew the truth (that he hadn't read any books). //

George felt that Mr. Cattanzara was disappointed in him. // George was afraid that Mr. Cattanzara would maybe tell the truth to the people in the neighborhood. Then the neighbors would not respect him anymore.

He felt guilty that he wasn't reading and was afraid of what Mr. Cattanzara was thinking.

4. For this question use ONE of the thinking skills from the Appendix

George "had never exactly disliked the people in it [the neighborhood], yet he had never liked them very much either. It was the fault of the neighborhood."

How does George's attitude towards the people in his neighborhood reflect his character in general? Give information from the story to support your answer. (15 points)

Explaining patterns:

George blames the neighbors for the fact that he does not have a relationship with them. This is the pattern in his life. He is always blaming someone else / making excuses.

Supporting information: He says he wants an education but does nothing to reach his goal. // He blames his teachers for not giving him respect. // He doesn't register for summer school because the kids will be younger than he is. // He doesn't go to night school because the teachers will tell him what to do. // He doesn't work at carpentry (his hobby) because he doesn't know where he would do it. // He doesn't read fiction because he can't stand made-up stories.

Inferring:

We can infer that George doesn't feel strongly enough about anything to do something about it.

Supporting information: He wanders / hangs around. / He sits in his room. / He can't decide what to do with his life, what job to work at, whether to study or not. / He wants a job but finds reasons not to get one. / He wants to continue studying but finds excuses not to.

Explaining cause and effect:

George is a person who doesn't see, or doesn't want to see, that his situation is the result of his own behavior and his own wrong choices. Everything that happens to him is someone else's fault, like in this case, "the fault of the neighborhood."

Supporting information: If he can't find a job, it's because it's a hard time for jobs. / If he leaves school, it's because the teachers don't respect him.

A Summer's Reading / Bernard Malamud

"Reading as a teenager leads to success. The more teens read, the more information they pick up... Besides helping teens do well in school, reading also helps them expand their horizons as they learn more about people and the world. Plus, reading can show teens that everyone has problems in his or her life and may even help teens see solutions to their own problems." - quoted from "**Benefits of Reading as a Teen**" by Peggy Gisler and Marge Ebert, *Family Education*, 2014.
Make a connection between the above quote and the story. Give information from the story to support your answer.

In the story 'A Summer's Reading' Mr. Cattanzara tries to help George begin to read good books. He knows that, as the quote says, it will help him get an education and succeed in life and help solve his problems. At first, George does not understand the importance of reading so he lies to Mr. Cattanzara about reading books. Only at the end of the story does he understand that he will have a chance to succeed and get respect if he really reads. That is why he goes into the library.

A SUMMER'S READING / Bernard Malamud

The way we see ourselves as people, to a large extent, is the result of influences on us as young children and teenagers. Our experience with others, such as teachers, friends, neighbors and family significantly influences this self-image.

Make a connection between the above information and the story. Give information from the story to support your answer.

We can relate this information to George's poor self-image as a teenager. He blamed others for his problems. The only one who related to him differently was Mr. Cattanzara. It was very important to George to impress him.

Supporting information: He blamed others: George felt his teachers did not respect him / his family didn't value him / his neighbors and / or people his age ignored him. // George believed that because other people didn't respect him he was unable to succeed in school / he couldn't find a job / he had no friends / no money / he couldn't get a girlfriend / a nice house.

Mr. Cattanzara: He asked George different questions than everyone else. // He gave George a nickel sometimes when he was a child.

The quote says that the experience we have with our neighbors, among others, significantly influences our self-image. That is clearly what happens in the story, A Summer's Reading. Mr. Cattanzara believing in George, spread rumors that George was reading / had read 100 books to improve his education. The reaction of the neighbors to these rumors and the confidence Mr. Cattanzara gave him when he spread the rumors is what motivated and significantly influenced George's self-image. It influenced him so greatly that he finally went to the library in order to change his situation and pick up his education.

A SUMMER'S READING GEORGE

A. BEFORE THE LIE (summer)

- a state of *withdrawal, alienation* and *moral paralysis* both at home and in the park
- a state of escape through alienation
- ***identity crisis*** - he has outgrown his former identity (child), but hasn't acquired a new one yet (a mature person)

B. AFTER THE LIE (summer)

1. A new status

- people regard him highly
- phony respect, phony identity

2. Trapped by guilt feelings: Paralysis

- avoids Mr. Cattanzara
- later meets him: face to face - confrontation

3. Second Withdrawal

- in his hot room
- self punishment
- **heat** = emotional discomfort, pressure, tension

4. George's return to the neighborhood

- He realizes Mr. Cattanzara hasn't told on him
- relief of pressure by *reverse psychology*
- George's self-confidence restored
- acquires a new kind of "Respect"
- The road to real change opens

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5. George goes to the library (fall)

- The process of growing up, acquiring a worthy, truthful identify is completed.
- George has gained insight.

Rules of the Game by Amy Tan

About Amy Tan

Amy Tan (b. 1952) grew up in Oakland, California. Instead of becoming a doctor and a concert pianist as her mother wished, Tan studied English and linguistics and eventually pursued a writing career. In 1987, a trip to China with her mother inspired Tan to complete the book of stories that became *The Joy Luck Club*. "Rules of the Game" is one of the stories that appears in *The Joy Luck Club*. The novel weaves together the stories of four women born and raised in China before 1949 and of their four American-born daughters. The events take place in San Francisco's Chinatown, where the immigrant women form the Joy Luck Club and begin meeting to play the Chinese game mah-jongg, invest in stocks, and tell their stories. Waverly, one of the daughters, is a chess prodigy. "Rules of the Game" explores her relationship with her mother. How similar are your personality and interests to those of your parents or guardians? Do your differences cause problems within the family?

Overview:

This story by Amy Tan has many overlapping and intertwined themes. First of all, the story addresses a mother versus daughter conflict and struggle for control. Also, the story deals with conflict of the old Chinese world (represented by Mrs. Jong) and that of the new American world (represented by Waverly). Finally, we have the typical immigrant theme in which the new immigrant, who often starts off in poverty, struggles to get ahead in the quest to achieve the American Dream. The game of chess is used as a metaphor for the rules and skills that need to be obtained and mastered in order to succeed in life.

The setting:

[San Francisco](#)'s Chinatown is the oldest [Chinatown](#) in [North America](#) and the largest [Chinese](#) community outside [Asia](#). Since its establishment in the 1840s, it has been highly important and influential in the history and culture of [ethnic Chinese immigrants](#) in the United States and North America. Chinatown is an active enclave that continues to retain its own customs, languages, places of worship, social clubs, and identity. Popularly known as a "city-within-a-city", it has developed its own government, traditions, over 300 restaurants, and as many shops. There are two hospitals, numerous parks and squares, a post office, and other infrastructure. Visitors can easily become immersed in a microcosmic Asian world, filled with herbal shops, temples, pagoda roofs and dragon parades. In addition to it being a starting point and home for thousands of Chinese immigrants, it is also a major [tourist attraction](#) — drawing more visitors annually to the neighborhood than the famous [Golden Gate Bridge](#).

Main Characters: Waverly Jong- Meimei, (her Chinese name "little sister") Lau- Po- the chess teacher, Waverly's mother- Lindo.

Minor characters: Waverly's brothers Vincent and Winston, Waverly's father.

The time: The story takes place during Waverly Jong (Meimei's childhood) and adolescence. She is said to be born on March 17, 1951. In addition, in the story she says that she is eight years old. Therefore, when one looks at the clues and sees that she is eight and that she was born in 1951, the time would be around 1958. In the late 1950's Chinese-Americans had a harsh life in America due to Chinese immigration laws.

Background Taoism

Taoism In Chinese, the word Tao (pronounced “dow”) means “path” or “way.” Taoism was the state religion of China from 440 CE to 1911. By the late 1970s, Communism and the Chinese cultural revolution had ended much of the Taoism’s influence in China. Today, Taoism has about thirty million followers worldwide, with about thirty thousand in North America. The familiar yin yang symbol is a Taoist symbol that represents the balance of opposites in the universe. Taoism emphasizes the link between people and nature, making use of meditation as one way to focus on the harmonies of the universe.

Summary of Rules of the Game:

Summary Waverly Jong lives with her family in San Francisco’s Chinatown. Her life is changed when her brother gets a used chess set at a church Christmas party. Her brothers reluctantly teach her to play. She plays against old men in the park and eventually begins to enter—and win—tournaments. As she becomes a prodigy chess player, conflict between Waverly and her mother grows. The conflict comes to a head one day when Waverly asks her mother to stop telling strangers who she is. Seeing the anger of her new opponent (her mother), she ponders her next move.

Part I.

At the beginning of the story, Waverly and her mom enter a store in which there are salted plums, a Chinese delicacy loved by Waverly. Waverly screams and her mother denies her the snack. Her mother urges her to use the **art of invisible strength**. The next time that Waverly enters the store, Waverly bites her tongue (doesn’t complain) and is rewarded by her mother who buys her the desired treat. From this point on, Waverly goes about mastering the **art of invisible strength**.

While Waverly’s mother does everything in her power to ensure the success of her children, the reader cannot escape the description of poverty put forth by the writer. The playground was well-worn and the children played in the alley behind the restaurants. The mother’s efforts to ensure that her children did not feel the economic situation is brought forward by the fact that her children are served three five-course meals each day.

The mother made every effort at seeing to it that her children could succeed in America. This included giving them American names. However, the names that she gave them suggest that the mother had a problem with the “rules of the game” herself. For instance, the name Vincent (given to one of the brothers) suggests an Italian immigrant, not that of an American. Winston, either suggests a cigarette brand or an Englishman, but not an American. As for Waverly, her name was taken from the street she lived on and is definitely not the name of a typical American girl.

Waverly is in constant conflict between the old and new worlds. On one hand she makes fun of a tourist who comes to China town by sending him to eat “disgusting food” at a restaurant that only had menus in Chinese. But then she plays the American and when she tries to get a rise out of her mom by asking about the term “Chinese Torture.” But her mom is not easily duped and uses **the art of invisible strength** by remaining calm and stating that, “Chinese people do business, do medicine, do painting. Not like American people. We do torture. Best torture.”

Part II.

In part two we see the art of invisible strength again at work. At a church Christmas party, she watches how the other children choose their gifts in order to understand which gifts are worthwhile

to choose. She is quick to realize that size is not an important factor, and that the sound the gift makes when it is shaken is important.

Waverly also exhibits an unrelenting suspicion of the establishment when she is unsure how to answer how old she is. She does not know if to answer according to the American or Chinese calendar. She uses the art of invisible strength by deciding to state her birthday instead of her age. Her suspicious manner represents the attitude that many immigrants have towards the establishment of their host countries.

Next she understands what she must say to Santa Clause in order to get her gift. He understands the RULE --- she must say that she believes in Jesus Christ and that she has been an obedient daughter. She is also careful to answer in the serious manner that is expected of her. Yes indeed, this young girl has begun to understand and implement the rules need to survive in a foreign culture.

At the Christmas party, Vincent received a chess set, Winston a model submarine and Waverly a package of lifesaver candies. While on the surface the lifesaver candies do not seem to be such a wonderful gift, it is the way Waverly uses them in manipulating her brothers into letting her place chess with them that makes them a worthwhile gift. Her manipulation is yet another example of Waverly's intelligence and use of the **art of invisible strength**.

This tool was also used by the mother when she thanked the churchgoers for the chess set, but then when she got home gave clear instructions to throw away the obviously used chess set with missing pieces.

However, while the directive to trash the chess set were never carried out, Mrs. Jong never made an issue of the fact that her command was not carried out. This is perhaps because she never intended for the children to rid themselves of the chess set and her "command" was intended to cause her children to want to play chess, something that few school age children enjoy doing. This is another aspect of the art of invisible strength – saying one thing and intending another just to manipulate a reaction of reverse psychology from an opponent.

When told the rules of the game of chess, Waverly is chastised by her brothers for being so curious, while her mother states that just like the immigrants to a new country must learn the reasons for the rules in order to get ahead in the host country, if she really wants to understand chess, Waverly must embark on a journey to discover the reasons behind each piece, its powers and its abilities. Waverly takes the challenge and eventually her new-founded knowledge results in her defeating her brothers in such a way in chess that they no longer wish to play with her.

Eager to continue playing chess, Waverly takes to playing with the men in the park. Her mentor, Lau Po, teaches Waverly all he knows, and before long Waverly becomes quite an attraction in the park as she defeats opponent after opponent. Despite her obvious pride in Waverly, her mom keeps to traditional Chinese values as she publically attributes Waverly's success to luck.

Part III

In part three, a man who saw Waverly play in the park suggested to Lindo that her daughter play in the local tournament. However, Waverly who was certain that her mother would object to her playing with non-Chinese strangers, stated that she did not want to play in the competition despite really desiring to do so. In this case, Waverly was using reverse psychology against her mother and has seemingly defeated Lindo at her own game. However, it could be argued that Lindo, who wanted her daughter to succeed, would have made the same decision despite her daughter's use of the **art of invisible strength**.

At the tournament, Lindo remained true to Chinese tradition and gave Waverly a traditional good luck charm made of red jade known as a chang.

Despite the win, Lindo is critical of the fact that her daughter sacrificed so many pieces to win. While Waverly is not pleased with her mom's criticism, she backs down from a full-scale conflict with her mother. While her mother remains faithful to the concept of the "how" as being important, Waverly

adopts the New World standard of “victory” as the only value. At this point we see that despite the good relationship between mother and daughter, the first inklings of cultural conflict impacting this relationship become quite evident.

In her community, Waverly has now become quite a celebrity and several businesses have decided to sponsor her. At home Waverly is rewarded for her success as her chores are dumped on her brothers so that she may concentrate on chess.

Waverly has obtained national recognition as a prodigy and takes joy in humiliating her older opponents. While the youthful Waverly relies on her mental ability, her fellow competitors have decades of experience behind them; thus making Waverly’s successes even more spectacular. And all this was before Waverly reached the age of nine-years-old.

Her old playing grounds in the back alley behind the restaurants have become foreign to Waverly as she goes straight home from school to hone her chess skills. This is yet another step towards Waverly’s Americanization as she departs from the normal Chinatown childhood experiences.

Part IV.

At the beginning of part IV Waverly states that she had a difficult time concentrating at home. Her home may be seen as representing the Old Chinese way which may have been becoming burdensome on Waverly – yet another sign of her departure from the path her mother had designed for her.

In their effort to appease Waverly, her parents made many compromises. At first, she complained that her mom standing over her made it impossible to practice. Then she was given a quieter room at the expense of her brothers who now must sleep in the living room overlooking the noisy street. Also, when she did not finish her meals, no one complained.

Yet, the weekly visit to the market on Sunday in which Lindo shows her daughter off is still a mandatory feature of Waverly’s life. Finally one Sunday, Waverly tells her that being shown off like a trophy in the window is an embarrassment. Lindo takes it as an insult and is certain that Waverly is embarrassed to be her daughter. While Waverly says that this is not the case, Lindo is not certain this is the case. Finally, Waverly says: “Why do you have to show me off? If you want to show off, then why don’t you learn to play chess?”

At this point, Waverly takes off and runs away only to arrive back at home at dinner time. As she approaches her house, she states that the light which should represent the warmth of a home looked scary like the eyes of a tiger. Her home was no longer a safe refuge for her.

When she enters the house, her family had just finished eating dinner and her mother gives the command for all to ignore her. In summary, the mother said that if Waverly is embarrassed of her family and background, then her family will not accept her either. (“We not concerning this girl. This girl not have concerning for us.”)

Waverly goes to her room and dreams that her mother’s chess pieces chased her pieces off the board. She realizes that her mother’s Old World methods have defeated her in this battle and she now considers how to move forward.

Cliff Notes on Rules of the Game:

Waverly Jong: *Rules of the Game*

Waverly Jong, the narrator of this section, explains that she was six years old when her mother taught her “the art of invisible strength,” a strategy for winning arguments and gaining respect from others in games.

Waverly and her two brothers live on Waverly Place in San Francisco's Chinatown. The children delight in the sights, sounds, and smells of Chinatown, the sweetness of the pasty red beans, the pungent smell of the herbs doled out by old Li, and the sight of the blood-slippery fish that the butcher guts with one deft slice.

Waverly's brother Vincent received a chess set at the Baptist Church Christmas party. Waverly took to the game immediately, delighting in its strategy. After her brothers lose interest in the game, Waverly learns complex plays from Lau Po, an old man in the park: She begins to win local tournaments. By her ninth birthday, Waverly is a national chess champion. Her fame spreads; even *Life* magazine runs an article on her meteoric rise. Waverly is excused from her chores, but there is one task she cannot escape: accompanying her mother to market on Saturdays. Mrs. Jong delights in walking down the busy street, boasting that Waverly is her daughter. One day, mortified by what she perceives as exploitation, Waverly argues with her mother and dashes off. For two hours, she huddles on an upturned plastic pail in an alley. Finally, she slowly walks home.

Taking their lead from Mrs. Jong, the entire family ignores Waverly, so she trudges to her darkened room and lies down on her bed. In her mind, she sees a chess board. Her opponent consists of two angry black slits, marching implacably across the chessboard and sending her white pieces fleeing for cover. As the black pieces get closer, Waverly feels herself getting lighter. She rises above the board and floats over houses. Pushed by the wind, she ascends into the night sky, alone. Waverly closes her eyes and thinks about her next move.

On the surface, "Rules of the Game" applies to the rules of chess, which Waverly masters with astonishing skill. Her success is even more admirable when we realize that she is only eight years old and almost entirely self-taught. Aside from some sessions with old Lau Po in the park, Waverly has taught herself everything that she needs to know about chess in order to become a national champion. She understands the rules of chess. She knows how the game is played, and she knows how to psych-out her opponents.

Look, however, at the title from another perspective. In addition to the game of chess, the title alludes to the "game" of life--knowing the "rules" in order to get what you want. Mrs. Jong calls these rules "the art of invisible strength." Unlike the clear-cut rules of chess, however, the rules of the game of life are ever changing and brutally difficult to learn.

Waverly and her mother struggle for control. Waverly thinks of her mother as an adversary: "I could see the yellow lights shining from our flat like two tiger's eyes in the night," she says. To Waverly, her mother is like a tiger, waiting to pounce. Predatory, the older woman can destroy with one swipe of her powerful claws. Waverly clearly imagines herself the victim in their struggle. When she reenters the apartment, she sees the "remains of a large fish, its fleshy head still connected to bones swimming upstream in vain escape." Waverly sees herself as the fish, stripped clean by her mother's power, unable to break free.

Waverly, however, is young; she has not realized that as her mother teaches her the "art of invisible strength," Mrs. Jong is equipping Waverly with the very tools she needs to win the battles of life that she will encounter when she grows up. The "art of invisible strength" is self-control. Waverly likens it to the wind, invisible yet powerful beyond belief. The wind can whip up fierce storms and flatten entire communities, yet leave no trace of its presence. In its power and invisibility, it is the strongest of opponents. The "strongest wind cannot be seen," Waverly's chess opponent tells her. Like the human will, it cannot be seen or traced.

In another sense, the "art of invisible strength" represents female power. Women who have been denied conventional paths to power traditionally use their ability to persuade, to shape, and even to control events. If a woman cannot sit in the boardroom, she can shape events from her home--even though a man holds the reins of power. This force is even recognized (and sometimes derided) in the cliché "The woman behind the man." The "art of invisible strength" is also the power of foreigners, those considered ignorant because they cannot communicate fluently and effectively in the dominant

language. For example, Mrs. Jong's fractured English is amusing. When Waverly fears that she will lose a chess match and shame the family, Mrs. Jong says, "Is shame you fall down nobody push you." Under the humor of her syntax, however, her words are powerful and biting--that is, Waverly has no one to blame for her failure but herself. There is nothing humorous in her final comment to Waverly: "We are not concerning this girl. This girl not have concerning for us." With these blunt words, she demonstrates her mastery of the "art of invisible strength." It seems that Mrs. Jong has won this round--or has she?

The struggle for control between Waverly and her mother is symbolized in the dreamlike chess game in the final page of the section. Waverly's opponent in this game is "two angry black slits." When Waverly confronts her mother during their shopping expedition, Mrs. Jong's eyes turn into "dangerous black slits." In the final line of the section, Waverly thinks, "I closed my eyes and pondered my next move." Her mother has taught her to use her *will* to shape events. She now knows that getting what she wants should not be left to fate; rather, she herself can shape events to serve her purpose. The theme of heritage is also an important element in this story. Mrs. Jong takes great pride in being Chinese. She explains that "Chinese people do many things. Chinese people do business, do medicine, do painting. Not lazy like American people. We do torture. Best torture." Her joy in Waverly's accomplishments is evidence of her great pride. Mrs. Jong delights in showing off her daughter to everyone; Waverly is her legacy to the world.

Mrs. Jong feels responsible for her daughter's success Waverly, on the other hand, thinks that she has accomplished everything on her own. She does not yet understand her mother's point of view.

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- **sanddabs** any of a number of West Coast flatfish.
 - **Life magazine** a large format, pictorial newsmagazine founded in 1936.

Invisible Strength

In the story "Rules of the Game" by Amy Tan, Waverly Jong's mother is always teaching her about the "art of invisible strength". Waverly says that she uses this as a "strategy for winning arguments, respect from others, and eventually, though neither of us knew it at the time, chess games. Invisible strength symbolizes rules, and knowledge.

The game of chess has many rules just like the game of life. When Waverly asked about the many rules of chess, the mother said 'This American rules,' she concluded at last. 'Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way forward. They say, Don't know why, you find out yourself. But they knowing all the time. Better you take it, find out yourself.'

Rules are invisible because they are just a concept and an idea, but they hold limitless power because they influence everyone. Waverly also uses the "art of invisible strength" to win when she is playing chess and in life. Waverly was taught this art by her mother who also used this art as a set of rules such as "Bite back your tongue." Waverly learned these rules that linked directly to life through trial and error such as when she wanted the "forbidden candies." She first whined for them and later received them because she showed self-control by no longer whining. In addition to self-control, invisible strength is the strength of the human mind.

In the beginning of the story Waverly did not understand anything about chess. She "read the rules and looked up all the big words in a dictionary" and later she came close to becoming a grandmaster. This invisible strength is the strength of her mind.

The invisible strength is also like the wind, strong but invisible. After her two brothers abandoned chess for other recreational activities, Waverly still steadfastly stuck to chess showing her will to become good at chess. Waverly is unique because she is less than ten years old. She depends more on her mind and her ability to grasp new ideas quickly, compared to older chess players who depend on their experience that comes with their old age. Other players such as grand master Bobby Fischer said

“There will never be a woman grand master.” He and other chess players underestimate the invisible strength or the knowledge of young and feminine people.

Waverly's mother also exhibits invisible strength. While she speaks broken English, Waverly's mother is smart and wise. She said “We not concerning this girl. This girl not have concerning for us.” With these few words, she makes Waverly feel shame. Waverly feels that her mother had beaten her with her invisible strength because she goes back to her room and imagines that “Her black men advanced across the plane, slowly marching to each successive level as a single unit. My white pieces screamed as they scurried and fell off the board one by one.”

Throughout the story, Waverly's mother is teaching her about the power of invisible strength. It has unlimited power and is unexpected. She uses it in chess and learns from it through trial and error. Invisible strength symbolizes the power of the human mind.

“Rules of the Game” - Additional Information and analysis

Amy Tan writes American literature with a Chinese-American view with her short story titled “Rules of the Game”, where she shows multiple themes like; chess is a game of life, mothers versus daughters, cultural gap, and the generation gap.

The Characters:

The writer Amy Tan uses similar experiences to give the characters life and a sense of real Chinese-American life and the clash between cultures. The Chinese have a life based on honor and luck and the American's life is portrayed as full of cockiness and inflated self-confidence.

The protagonist - Waverly, is a seven-year-old, Chinese-American stuck in between the two cultures. Being a round character, Waverly shows joy and aggravation. In showing joy, she is encouraged to go to chess tournaments and thinks to herself, “I desperately wanted to, but I bit my tongue back”. Wanting to join in the tournaments, she tells her mother she does not want to make her do the opposite. Waverly gets very aggravated at her mother. Waverly says to her mother, “Why do you have to use me to show off? If you want to show off, then learn to play chess”. Waverly has had enough of her mother gloating and telling everyone how great Waverly is at chess. Since Waverly has multiple emotions she is a round character and well developed.

Waverly as a static character is the same in the beginning as in the end. Her mother, in a pushy manner towards Waverly says, “Every time people come out from foreign country must know the rules.” In a sense also threatens her by saying, “You not know, judge say, too bad, go back,” meaning that she could be sent back to China if she did not follow the rules. At the end of the story, her mother says to the rest of the family, “We not concerning this girl. This girl not concerning us.” That tells the reader that the family should have nothing to do with her and she is back to being the least liked in the family being a girl and last born in a Chinese family. These give the story the cultural influence of how Chinese parents teach and raise their children.

The mother Lindo as the antagonist.

The mother is portrayed as a round character throughout the story. She shows pride in the beginning of the story and then later in the story she changes, showing anger towards her daughter. Lindo in this text shows her support for daughter, “My mother would join the crowds during these outdoor exhibition games. She sat proudly on the bench, telling my admires with proper Chinese humility, ‘is luck”. Lindo in the beginning of the story shows that she supports her daughter by showing up to her games. Later on in the story, she changes faces from being a proud mother to being upset, angry, and not supportive towards her daughter. She shows this when Waverly sees, “My mother’s eyes turned into dangerous black slits. She had no words for me, just sharp silence”. This shows that her mother can change from being proud of her daughter to being angry with her because Waverly rebels agents her. Lindo being a round character affects the story because it showed multiple dimensions of her personality.

Not only is Lindo a round character, but she also is static. She does not change at all in this story. Her attitude stays the same throughout the story. From the beginning she did not want the chess set as seen from this text from the story, "When we got home, my mother told Vincent to throw the chess set away. 'She said, tossing her head stiffly to the side with a tight, proud smile'. This shows that she does not want the set. Towards the ending, she shows the same attitude towards her daughter with this, "We are not concerning this girl. This girl not have concerning for us". She shows the same exact attitude with first not wanting the set and now not wanting her daughter. Her being a static character influences the story in a way that shows how Chinese mothers were around in the 1950's. Lindo's goals are to teach her family the Chinese traditions and to live by them. Her goals were a very huge impact on the story. The impact was that she taught Waverly the rules of life throughout the story. This shows the theme that chess is a game of life. Some proof that she teaches Waverly is, "this American rules' she concluded at last. 'Every time people come out from foreign country, must know rules". Lindo shows that when immigrants come to America, they must know the rules of life.

The tones and the atmosphere

Amy Tan goes into detail in the story with the tones and atmosphere. Tan uses many stressful situations like in this proof from the text, "But I found it difficult to concentrate at home". This shows that Waverly tends to have an atmosphere where it is hard for her to concentrate and be alone. In addition, it must have been stressful to be the only girl besides her mom in this household and to have such a high expectation in the Chinese community, which was male dominated, with chess. Another reason things could be stressful for Waverly is that she needs to live up to her family's name. Waverly considers this when she says this, "If I lost, I would bring shame on my family". Losing games would have the complete Chinese community feeling let down. All of this over one girl's head has a heavy load of stress. The atmosphere of this story plays a huge role. It really shows how the Chinese-Americans lived in America.

The themes in the story

Amy Tan sets up her story well. She uses her setting to show her themes, which affect the story. She shows the theme mother versus daughter throughout the story. Another theme that is shown in the story that is important to the setting is the generation gap.

The conflicts in the story All stories have conflicts that make the story interesting and give it meaning. Mothers and daughters can be best friends at times, but when they come from different cultures, and social lifestyles they fight. Mother versus daughter is the major conflict in the story. Cultural differences are another conflict within this classic short story. Chinese versus American culture is the minor conflict in this short story.

In the short story "Rules of the Game," mother and daughter conflicts arise due to several reasons. Waverly's mother is not completely accustomed to the American way of life. Her mother assuming she knows more about chess than Waverly says "Next time win more, lose less.". Waverly says back to her mother, "Ma, it's not how many pieces you lose". Waverly is starting to open her mouth and goes against what her mother believes to be the way chess is played. The conflict of mother versus daughter is understood by the critic Kate Covintree who states, "Her chess playing is a metaphor for her struggle with her greatest opponent, her own Chinese mother." Her mother invades her space and creates more tension between them. Irritated, Waverly says to her mother, "Ma, I can't practice when you stand there like that." Her mother is very angry and leaves, but knocks pots and pans around to be obnoxious and retaliate. Waverly and her mother keep building on their different ways of thinking until Waverly finally has enough. Waverly being born in America and her mother being raised in China makes another barrier of conflict.

Chinese and Americans live very different life styles and have different beliefs as how to go about life. In Chinese culture, being honorable and respectful in all manners is one of their cultural attributes. While Waverly and her mother are walking they get into an argument her mother says "Aiii-ya. So shame be with mother?" This is showing dishonor towards the family and especially her mother. Lindo wants to have a child that makes something of herself, and she sees that in Waverly, but not at the expense of important cultural beliefs.

Being a part of American culture, Waverly mixes her Chinese rules with American. Chess is a battlefield set on a board. War and fighting fascinates the human mind. Waverly sees chess as a game of life and a way to expand her mind and use her invisible strength. The use of tactics and outsmarting the next person is a part of life's lessons as it is in chess. Waverly understands what she must do to win and states, "It is a game of secrets in which one must show and never tell."

She learns the secrets of the game, but still is too young to understand real life. The game which holds many opportunities, as does life, and the secrets are an invisible strength that others cannot use. Waverly learns at a young age about invisible strength, "Waverly's mothers knows that, as Chinese Americans, her children will need to learn **the art of invisible strength** to make their way in America". Invisible strength also refers to using calmness and kindness rather than to gloat about winning. She uses it to her advantage and it plays a major role in her success.

Waverly is praised by her mother only when she does well. In most societies women, and especially younger girls, are the least respected. Waverly surprising says, "Winston and Vincent had to do my chores." In Chinese society, boys usually do not do the chores before the girls. A first-born son is considered lucky in Chinese culture. Since Waverly is doing something to honor her family, her success changes her home dynamics, and she does not have to do chores or finish her meals and gets a room all to herself. Waverly starts to think that she can do and say anything since she is so good at chess. She makes a misjudgment on what she can say. Lindo was very proud of her daughter and Waverly said, "My mother would proudly walk with me, visiting many shops, buying very little." Her mother is very proud, but Waverly mistakes her mother's pride as her taking credit for what she has done. Lindo takes Waverly around glorifying her daughter. Waverly talks back and she does not understand life completely yet, and does not "bite her tongue back." She gets into a lot of trouble and dishonors her family in the marketplace when she runs away from her mother.

Symbols in the story: The symbols in the story represent life itself. Chess is equated to life and a battle with a girl breaking away from the normal female life and from her mom. Chess and life are similar with battles to be fought and won, but this can be done using tactics. There are very many ways to start a chess match as there are many ways to start life. Women still were not as highly respected in the in the Chinese culture, putting a twist on the story, since a female figure is the main character.

The Rules: Quotes and what they mean.

Quote	Significance
"Strongest wind cannot be seen."	The mother uses an epigram to teach her daughter the value of self-control. Her message is a paradox.
"...people sat cracking roasted watermelon seeds with their golden teeth..."	The speaker uses imagery to describe people who live in her neighborhood.
"One day as she struggled to weave a hard-toothed comb through my disobedient hair, I had a sly thought."	Amy Tan characterizes the daughter as rebellious by describing her appearance and thoughts as "disobedient" and "sly." The "hard-toothed comb" symbolizes her mother's rules and discipline. Amy Tan foreshadows the daughter's future rebellion.
"This American rules," she concluded at last. "Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back."	The mother uses a metaphor to compare the immigrant experience to a game of chess. You have to know the "rules" to move forward in life.

"Never say check with vanity, lest someone with an unseen sword slit your throat."	Amy Tam uses hyperbole to warn against the possible consequences of being too cocky.
"It [the wind] whispered secrets only I could hear."	The personification of the wind illustrates the intensity of her extraordinary performance at the chess game.
"Check," I said, as the wind roared with laughter.	The wind's whispering also symbolizes her mother's presence pushing her forward.
"I would swing my patent leather shoes back and forth like an impatient child riding on a school bus."	This simile emphasizes her youth. It contrasts her immaturity with the maturity required to play chess with strategy and self-control.
"...I could see two yellow lights shining from our flat like two tiger's eyes in the night."	The lights, which symbolize the warmth of her home, are compared to a tiger's eyes to illustrate the animosity (hostility) between mother and daughter.

1) Who is the protagonist and narrator of the story?

2) What did the family call the protagonist?

3) According to the beginning of the story, what is "the art of invisible strength?"

4) Which members of the narrator's family are mentioned?

5) What do we know about the mother by the end of part 1?

6) What do we know about the narrator by the end of part 1?

E. Write the following sentences in correct English

1) "Bite back your tongue" -

2) "Wise guy, he not go against wind." -

3) "Strongest wind cannot be seen." -

4) "Who say this word?" -

5) "Chinese people do business, not lazy like American people." -

a) How are the Chinese children expected to behave? Do you think American children would behave differently?

b) What is the purpose of Mother's combing Waverly's hair?

c) Waverly eagerly watched her brothers play chess? What fascinated her so much?

d) How did she finally convince Vincent to let her play?

e) Waverly uses her powers of observation to learn how to pick a gift. What does she learn?

f) In which aspect are Waverly and her mother similar?

Rules of The Game Work Page 5 – Analysis and Interpretation Part 1+2 Name:

A. Answer the following questions

a) What does the dialogue between Waverly and her mother about “Chinese torture” show us? Which HOTS did you use in order to answer this question and why?

b) What is the purpose of part 1 of the story? How does Amy Tan achieve it?

c) Why does Waverly think that being asked her age by Santa was a trick question? What does this show us about the cultural conflict? Which HOTS did you use in order to answer this question and why?

d) “Too good. Cost too much.” What does this show us about Chinese manners? Which HOTS did you use in order to answer this question and why?

e) Once they got home, why did Mrs. Jong tell Vincent to throw away the chess set? Which HOTS did you use to answer this question? Explain?

d) What does Mrs. Jong say about “American rules” (p.63, l. 23-28). How did Mrs. Jong “learn this lesson”? Do you think this applies to immigrants in any country?

e) Why was it so important for Waverly to learn to play chess? Which HOTS did you use to answer this question? Explain?

f) What does Waverly mean by “ ..one must gather invisible strengths”? Who taught her this lesson before?

g) What does Waverly mean when she says “I found out why I should never reveal “why” to others? (8 p. 64)

1. What concessions did her parents make to allow her to practice?

2. What did her brothers think about that and how did mother justify it?

3. What stages did she have to go through to become a national chess champion?

4. In what way is Waverly a child prodigy?

B. Answer the following questions (LOTS)

1. What made it hard for Waverly to concentrate at home?

2. What more concessions do her parents allow to help her practice?

3. What did her mother make her do with her on Saturdays?

4. How does Mrs. Jong show that she is proud of her daughter?

5. How does Waverly react to her mother?

6. What did Mrs. Jong think Waverly meant?

Rules of The Game Work Page 9 – Analysis and Interpretation

Answer the following questions. In some of the questions you are required to use HOTS

1. In part 3, why did Waverly tell her mother she didn't want to play in any tournament, although she did? Which thinking skill did you use to answer this question and why? _____

2. Why did Mrs. Jong push Waverly so hard to succeed, even though she was just a little girl? Which HOTS did you use to answer this question and why? _____

3. The conflict between Waverly and her mother is evident throughout the story. Describe 2 examples of these conflicts and their outcome.

4. The title of the story refers to the game of chess but chess is also a metaphor. Explain.

5. a. At the end of the story Waverly thinks to herself: "Opposite me was my opponent, two angry black slits. She wore a triumphant smile." How does Waverly see her relationship with her mother at this point in the story?

b. Which thinking skill did you use to answer this question and why? Your answer must refer specifically to the text. _____

6. Compare and contrast the attitudes of Waverly and her mother to American values.

7. "Rules of the Game" is a story about invisible strengths. Give examples of how the notion of invisible strength appears throughout the story.

Quotes by Amy Tan

"No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached." — Amy Tan

"If you can't change your fate, change your attitude." — Amy Tan

I learned to forgive myself, and that enabled me to forgive my mother as a person.

1. "My mother imparted her daily truth..."

2. Give ONE example of these truths.

3. Waverly's mother bought her daughter the salted plums (-)

(ii) because Waverly kept quiet

a. How does the girl learn to play chess? Give TWO ways.

(i)

(ii).....

(5 points)

b. Learning the secrets of the game improves Waverly's daily life.

Give TWO examples of this from the story.

(i).....

(ii)..... (5 points)

c. How does playing chess affect the way Waverly relates to her mother?

ANSWER: _____

(10 points)

Answer question d or e.

NOTE: For question d use ONE of the thinking skills

d. (1) What has Waverly learned about herself from her experience with chess? Thinking skill I chose:

.....

ANSWER:

.....

(10 points)

(2) Explain why you chose that particular thinking skill to answer question d(1).

ANSWER:
(5 points)

OR

e. (1) What is the importance to the story of Waverly being a Chinese American?

ANSWER:
(10 points)

(2) Explain how this is reflected in a particular part of the story.

ANSWER:
(5 points)

Bridging Text and Context : RULES OF THE GAME / Amy Tan

Amy Tan explores the difficulties in growing up as a Chinese-American daughter and the problems of fitting into modern society. These young women try their best to become 'Americanized', rejecting Chinese culture and tradition.

How does the above information add to your understanding of the story Rules of the Game? Support your answer with examples from the story.

Questions and Answers from Bagrut Tests for Rules of the Game

RULES OF THE GAME BY AMY TAN (questions and answers from the Bagrut tests)

LOTS

How does Waverly's mother try to influence her children's lives?

She plays chess with them

She cooks American food for them.

She shares her Chinese values with them.

She teaches them about American culture.

Why does Waverly stop playing chess with her brothers?

Why does Waverly like playing chess so much? Give information from the story to support your answer.

Moed Bet 2014 F Exam

LOTS

1. Waverly's mother wants her daughter to (-).

(i) be happy with what she has

(ii) forget about her Chinese roots

(iii) accept American values

(iv) use her Chinese background to succeed (5 points)

2. Waverly is very interested in the chess game that Vincent gets because (-). (5 points)

3. How is the book of chess rules connected to the mother's feelings about America? Give information from the story to support your answer. (10 points)

HOTS

1. Waverly's mother thanks the ladies at the church for the chess set but at home she tells Vincent to throw it away. What does this behavior show about Waverly's mother? Give information from the story to support your answer. (15 points)

ALTERNATIVE QUESTIONS

1. How does playing chess change Waverly's self-image? Give information from the story to support your answer. (7 points)
2. Give ONE positive effect and ONE negative effect that Waverly's chess-playing has on her mother. Give information from the story to support your answer. (8 points)

Winter 2014 F Exam

BRIDGING

1. Amy Tan describes how she grew up trying to please a mother who could not be pleased. Tan explained that her mother had a suitable saying for every occasion and she was always telling her daughter to work hard and behave in the correct way. –Adapted from an article in the University of Buffalo Reporter. Make a connection between the above description and the story. Support your answer with information from the story.

Moed Bet 2013 F Exam

LOTS

1. What do Waverly and her mother argue about towards the end of the story? (5 points)
 - (i) The fact that her mother doesn't respect her success.
 - (ii) The fact that her mother doesn't want her to play chess any more.
 - (iii) The fact that Waverly wants more advantages than her brothers.
 - (iv) The fact that her mother wants to show her off.
2. When Waverly finally returns home after her argument with her mother, how does her mother react? (5 points)
3. What is the importance of the setting of the story? Give information from the story to support your answer. (10 points)

HOTS

1. How does the education Waverly gets from her mother help make her a good chess player? Give information from the story to support your answer.

ALTERNATIVE QUESTIONS

1. The relationship between Waverly and her mother is like that of chess players. Explain the pattern of their behavior. Give information from the story to support your answer. (8 points)
2. What does Waverly gain and what does she lose as a result of this relationship with her mother? Give information from the story to support your answer.

Summer 2013 F Exam

LOTS

1. "We lived in San Francisco's Chinatown." Give TWO things Waverly remembers about her home or neighborhood. (5 points)
2. What advice does Waverly's mother give her about living in America? She tells her she should (-).(5 points)
 - (i) learn to speak English well
 - (ii) know the rules of the country
 - (iii) eat American food

(iv) accept used gifts

3. When she sees the chess game for the first time, Waverly thinks: "The chessboard seemed to hold elaborate secrets." What secrets about life does Waverly discover while playing chess?

HOTS

1. "I knew it was a mistake to say anything more, but I heard my voice speaking. 'Why do you have to use me to show off?'" Why is this quote a turning point in the story? Give information from the story to support your answer. (15 points)

ALTERNATIVE QUESTIONS

1. At the end of the story Waverly thinks: "In my head, I saw a chessboard with sixty-four black and white squares ... Her [her mother's] black men advanced across the plane, slowly marching to each successive level as a single unit. My white pieces screamed as they scurried and fell off the board one by one." What can we infer about Waverly's feelings at this point in the story?(8 points)
2. How has Waverly's relationship with her mother changed from the beginning of the story?

Moed Bet 2012 F Exam

BRIDGING

1. "I was raised by extremely strict but extremely loving Chinese immigrant parents... Western parents seem much more concerned about their children's... self-esteem, whereas tough immigrant parents expect strength in their children and therefore behave completely differently." – Amy Chua, from an interview in Time Magazine. Explain how this quote adds to your understanding of the story "Rules of the Game".

Summer 2012 F Exam

LOTS

1. "My mother imparted her daily truths ..." Give ONE example of these truths. (5 points)
2. Waverly's mother bought her daughter the salted plums (-).(5 points)
 - (i) because Waverly was crying
 - (ii) because Waverly kept quiet
 - (iii) even though Waverly hadn't learned her lesson
 - (iv) because she had promised to buy them for her
3. The title of the story refers to the game of chess but chess is also a metaphor. Explain. (10 points)

HOTS

1. At the end of the story Waverly thinks to herself: "Opposite me was my opponent, two angry black slits. She wore a triumphant smile." How does Waverly see her relationship with her mother at this point in the story?

ALTERNATIVE QUESTIONS

1. Compare and contrast the attitudes of Waverly and her mother to American values. (15 points)

Moed Bet 2011 F Exam

BRIDGING

1. Amy Tan explores the difficulties in growing up as a Chinese-American daughter and the problems of fitting into modern society. These young women try their best to become 'Americanized', rejecting Chinese culture and tradition. How does the above information add to your understanding of the story Rules of the Game? Support your answer with examples from the story.

Summer 2011 F Exam

LOTS

1. How does the girl learn to play chess? Give TWO ways. (5 points)
2. Learning the secrets of the game improves Waverly's daily life. Give TWO examples of this from the story. (5 points)
3. How does playing chess affect the way Waverly relates to her mother?

HOTS

1. What has Waverly learned about herself from her experience with chess?

ALTERNATIVE QUESTIONS

1. What is the importance to the story of Waverly being a Chinese American? (10 points)
2. Explain how this is reflected in a particular part of the story. (5 points).

Summer 2010 F Exam

LOTS

1. How does the girl learn to play chess? Give TWO ways. (5 points)
2. Learning the secrets of the game improves Waverly's daily life. Give TWO examples of this from the story. (5 points)
3. How does playing chess affect the way Waverly relates to her mother? (10 points)

HOTS

1. What has Waverly learned about herself from her experience with chess? (15 points)



- a.** (1) How did Waverly's repeated successes at chess influence her relationship with her mother? (10 points)

Thinking skill I chose:

- (2) Explain why you chose that particular thinking skill to answer question **a.** (5 points)

ANSWER: (דוגמה ראשונה לתשובה אפשרית)

Thinking Skill: Inferring / Cause and effect

Answer: The more Meimei succeeds at chess the more American she becomes, the more independent, and the fewer chores she has, and the more privileges she gets. She is embarrassed by her mother's bragging, and her mother is no longer the source of all her knowledge of the world.

Justification:

I chose inferring because it helped me understand Waverly's behavior even though it is not written in the text. OR

I chose cause and effect because I understand how chess changed the relationship between Waverly and her mother.

ANSWER: (דוגמה שנייה לתשובה אפשרית)

Thinking Skill: Different perspectives

Answer: They didn't see it in the same way. Waverly thought it was great and only saw the good things that could come out of it. Her mother also thought it was good and was proud of her, but she also saw that the successes were changing Waverly. She thought maybe she was losing her daughter to chess.

Justification:

I chose different perspectives because Waverly and her mother looked at her repeated successes in chess in different ways.

- b.** (1) "I closed my eyes and pondered my next move." What caused Waverly to ponder her next move? (5 points)

ANSWER: Waverly had been dreaming about winning at chess which was really taking a look at the conflict between her and her family. She thought about what she should do with her life.

(2) Suggest two possible "moves" Waverly might choose, and what might be the result of each one. (10 points)

ANSWER: One move could be to stay in the world of chess. So she was thinking about chess moves more than anything else so she could keep winning. Another move could be to give up chess and be a good daughter to her mother and family.

1. RULES OF THE GAME / Amy Tan

a. How does the girl learn to play chess? Give TWO ways.

- (i)
- (ii) (5 points)

ANSWER:

Two of the following or other suitable answers in any order:

Her brothers teach her. / She learns the rules from library books. / She learns from an old man she meets in the park.

b. Learning the secrets of the game improves Waverly's daily life.

Give TWO examples of this from the story.

- (i)
- (ii) (5 points)

ANSWER:

Two of the following or other suitable answers in any order:

She no longer has to do household chores. / She gets the support and respect of the neighbors. / Her mother makes her beautiful dresses for tournaments. / She gets her own room.

Also accept: She becomes famous (written up in LIFE Magazine, the butcher puts her picture in his shop window).

c. How does playing chess affect the way Waverly relates to her mother? (10 points)

ANSWER:

At first Waverly respects her mother and takes her advice. But Waverly's success at chess makes their relationship tense. She is less afraid to stand up to her mother. She becomes less passive and more critical. However, she also knows she owes a lot of her success at chess to her mother's wisdom, so she feels guilty when she treats her unkindly.

d. (1) What has Waverly learned about herself from her experience with chess? (10 points)

Thinking skill I chose:

ANSWER:

Possible thinking skills: Explaining cause and effect / Comparing and contrasting / Inferring / Different perspectives

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question d 2.

Possible information that would be adapted according to the thinking skill chosen:

She has learned that she is smart and has the skills to succeed: ambition, coolness under pressure, and patience. She has also learned how to rely on her intellect to solve problems. She is no longer afraid to act independently. She has also learned to appreciate her mother and her Chinese heritage.

(2) Explain why you chose that particular thinking skill to answer question d(1). (5 points)

ANSWER:

Possible explanations for thinking skills:

Explaining cause and effect: In order to answer this question I needed to think about the cause / effect relationship between her success at chess and her increased self-esteem. / I needed to think about what the effect of her cultural heritage and her mother's education had on her and on her success at chess.

Inferring: In order to answer this question I needed to infer what the girl has learned based on the changes in her behavior and way of thinking (such as her increased self-confidence and her changing attitude towards her mother).

Comparing and contrasting: In order to answer this question I needed to compare the way the girl was at the beginning of the story to the way she was after she learned how to play chess.

e. (1) What is the importance to the story of Waverly being a Chinese American? (10 points)

ANSWER:

Possible information:

1. The importance to the story is that Waverly can take elements from her Chinese heritage to help her win at chess. Waverly, though she rebels against her mother out of typical adolescent embarrassment and out of desire to be American, appreciates the values that she owes to her Chinese heritage which enabled her to succeed at chess: discipline, invisible strength, which is a strategy for winning arguments, respect for others, the idea that the Chinese are better than others at everything (e.g. the best torture), the fact that the Chinese are hard-working (Americans are lazy), the ability to keep secrets (not like Americans who "wear their hearts

on their sleeve") and the ability to work things out for themselves ("better you take it and found out for yourself"). The character traits which her Chinese background instilled in her, and which gave her an advantage over "regular" Americans, enabled her to become so successful at chess.

(2) Explain how this is reflected in a particular part of the story. (5 points)

ANSWER:

e. 2. We see this reflected in several parts of the story:

(a) When Waverly was six years old, her mother taught her the art of "invisible strength", when Waverly cried because her mother didn't want to buy her salted plums. "Strongest wind cannot be seen," her mother said. The second time they were in the store Waverly didn't cry and as a reward her mother bought her the plums. Waverly learned from this that it is smarter to keep your emotions hidden and not reveal everything you think. This skill helped her to succeed at chess.

(b) Her mother's words of wisdom "strongest wind cannot be seen" helps her in choosing a Christmas present. She thinks carefully, holds the presents in her hand to see which is the heaviest, not necessarily the biggest one or the one with the prettiest wrapping.

(c) Waverly's success at chess gives a lot of pride to her Chinese neighbors. For example, the Chinese bakery in the neighborhood displays the trophies she has won. A flower shop offers to sponsor her in a national tournament. This encourages her and makes her even more successful at the game.

(d) When Waverly's mother becomes hurt and angry because Waverly hints to her that she is embarrassed by her, instead of crying and reacting emotionally, she does what her mother has taught her to do: "ponder her next move."

6. RULES OF THE GAME / Amy Tan

Bridging Text and Context: Write 80 - 100 words.

Amy Tan explores the difficulties in growing up as a Chinese-American daughter and the problems of fitting into modern society. These young women try their best to become 'Americanized', rejecting Chinese culture and tradition.

How does the above information add to your understanding of the story Rules of the Game?

Support your answer with examples from the story. (30 points)

ANSWER:

Possible answer:

This information helps me understand the story Rules of the Game because it adds to my understanding of the conflict the girl in the story faces. On the one hand, she is torn between her mother's Chinese values and traditions, and, on the other hand, the values of American society, which she wants to become a part of. For example, she is ashamed of her Chinese mother's customs and wishes her mother could be more like the mothers of her American friends. However, she knows that she partly owes her success at chess to her mother's belief in her and to the Chinese wisdom that her mother has given her (such as "not revealing everything you know").

A. RULES OF THE GAME / Amy Tan

1. **"My mother imparted her daily truths ..."**

Give ONE example of these truths. (5 points)

ANSWER: One of the following:

Keep your feelings to yourself. / Learn how to delay gratification. / Don't reveal everything you know. / The art of invisible strength. / Chinese people are the smartest and the best. / Be proud of who you are. / Don't be a beggar. / Figure things out for yourself; don't rely on other people to figure them out for you. / Respect your mother. / Listen to the advice of your mother / Wise guy, he not go against wind. / You must find out rules in order to move forward in a foreign country. / It is a shame to fall down if nobody pushes you. / It is better to lose fewer chess pieces in case you may need them. / Respect your own culture. / Don't speak if you don't have to. / Strongest wind cannot be seen. / Chinese people are not lazy like Americans.

Accept examples and / or explanation in addition to answer.

Deduct 10-20% for irrelevant information or incorrect explanation of mother's truth.

Do not accept answers which reflect an opinion or description of personal beliefs.

Do not accept answers in which example and explanation contradict each other.

2. Waverly's mother bought her daughter the salted plums (-).

(i) because Waverly was crying

(ii) because Waverly kept quiet

(iii) even though Waverly hadn't learned her lesson

(iv) because she had promised to buy them for her (5 points)

ANSWER: ii) because Waverly kept quiet

3. The title of the story refers to the game of chess but chess is also a metaphor. Explain. (10 points)

ANSWER:

One of the following. Other wordings are possible. Explanations can also vary:

• Metaphor: Chess is a metaphor for the game of how a Chinese immigrant family can succeed in America.

Explanation: Waverley is a chess champion because she has learned wise lessons from her Chinese heritage that give her an advantage over her American competitors.

• Metaphor: Chess is a metaphor for the game of life / how to get ahead in life.

Explanation: The story shows the importance of knowledge and of finding out how and why things succeed (why each move in chess is important). By using chess as a metaphor, the story shows how important it is to plan ahead, gain control, know your aims, not show all your strengths at once and hide your weaknesses.

• Metaphor: Chess is a metaphor for the rivalry between Waverley and her mother, to see who can beat whom / is smarter than whom.

Explanation: Waverley knows American ways better than her mother but her mother knows how to use Chinese wisdom to succeed in America. She tries to teach her daughter this. At first Waverley fights her but in the end she makes use of her mother's wisdom.

Accept if metaphor is implied in answer.

Deduct 10-20% if explanation is only partially correct or lacking in detail.

Deduct 40% if metaphor is correct, but explanation wrong or incorrect.

4. a. At the end of the story Waverley thinks to herself: "Opposite me was my opponent, two angry black slits. She wore a triumphant smile."

How does Waverley see her relationship with her mother at this point in the story? (10 points)

Thinking skill I chose:

ANSWER:

a. Possible thinking skill: Inferring / Comparing and contrasting / Distinguishing different perspectives

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 4b.

Possible answers:

Inferring: (I can infer from this quote that) Waverley sees her mother at this point as her rival / enemy / the person she has to beat. Waverley's mother is now ahead because she has put Waverley in her place / she has punished her for showing disrespect.

Comparing and contrasting / Distinguishing different perspectives: I can compare the different ways / perspectives Waverley and her mother relate to / have on Waverley's success at chess and how it is part of the battle between them.

• Waverley is embarrassed when her mother brags about her because her mother wasn't the one who won at chess.

• The mother wants to brag about her daughter, (because she brings honor to the family.)

• At this point the mother is still stronger because Waverley is sent to her room.

b. Explain why you chose that particular thinking skill to answer question 4a.

Your answer must refer specifically to the text.

(5 points)

ANSWER:

Possible explanations for thinking skills:

Inferring: I chose this HOTS because I had to infer why her mother is her opponent and why "she wore a triumphant smile."

Comparing and contrasting: I chose this HOTS because I had to compare and contrast the characters of Waverley and her mother in order to understand why Waverley sees her as her opponent.

Distinguishing different perspectives: I chose this HOTS because I needed to distinguish between Waverley's perspective of the battle between them and her mother's perspective.

Explaining cause and effect: The mother's behavior towards Waverley is the cause of the tense relationship they now have (the effect).

5. Compare and contrast the attitudes of Waverley and her mother to American values. (15 points)

ANSWER:

Waverley's mother does not have much respect for American culture or Americans.

• She thinks Americans are lazy, uncultured and not as smart as Chinese people.

• She thinks that Chinese culture is superior to American culture.

• Chinese people know how to hide their emotions better, are more hard-working.

• She also thinks that America has too many rules but she understands and has taught her children that, in order to succeed, you have to follow these rules (even if you don't know the reasons for them).

Waverley wants to be a typical American teenager.

• She likes the fact that American teenagers can talk back to their mothers. (This is what gets her into trouble with her mother.)

• Waverley learns that America is a society where, if you are smart enough and ambitious enough, you can

succeed even if you are Chinese and a girl.

• The problem with these American values is that they are selfish and come at the expense of friends and family.

- Waverly secretly shares her mother's respect for Chinese wisdom and recognizes that the lessons her mother has taught her are the reason she is a champion chess player.
Accept if answer does not provide details or examples.
Accept if compare and / or contrast.

RULES OF THE GAME / Amy Tan

Bridging Text and Context: Write: 80 - 100 words.

"I was raised by extremely strict but extremely loving Chinese immigrant parents... Western parents seem much more concerned about their children's... self-esteem, whereas tough immigrant parents expect strength in their children and therefore behave completely differently." – Amy Chua, from an interview in *Time Magazine*.

Explain how this quote adds to your understanding of the story "Rules of the Game". (30 points)

ANSWER:

Possible answer:

This quote adds to my understanding of "Rules of the Game" because it helps me understand the values of Chinese immigrant parents and why they behave the way they do in the story.

In many places in the story we have examples of Chinese immigrant parents who teach their children to be strong and not to give in to their emotions/are very strict with their children:

Examples:

- Waverly doesn't get the plums until she hides the fact that she wants them so much.
- One Chinese mother slaps her child for showing his disappointment with his Christmas gift.
- Waverly's mother says thank you for the chess set given to her son Vincent at Christmas, even though it was a used set and when they return home she tells her son to throw it out.
- The fact that Waverly has learned from her mother to hide her weaknesses is the reason she is so successful at chess.
- Lau Po, the old Chinese man who teaches Waverly the secrets of being a good chess player, teaches Waverly to hide how upset you are if you have lost a game.
- Waverly's mother becomes furious at Waverly and stops talking to her when Waverly expresses her anger to her mother.

The example/s above show/s that strength (not self-esteem) is the most important quality Chinese immigrant parents want for their children. This is what the quote tells us.

Note: Answer must include at least one example like the ones above.

The Road Not Taken by Robert Frost

Relevant Background

- Robert Frost was born in San Francisco. He lived most of his life on a farm in the region of New England, on the eastern side of America.
- He went to university at Dartmouth College in 1892, and later Harvard, but never earned a formal degree
- Among his early jobs, he taught school and worked in a mill and as a newspaper reporter.
- His rich grandfather bought him a farm in New Hampshire.
- He wrote a lot of poems about country life and the beauty of landscape in the American state of New England. His poems could be about any place.
- He liked to use language as it is actually spoken.
- He is a poet of deep thoughts.
- **The Road Not Taken** shows Frost's ability to unite rural description with deep thinking.

Summary

The poem opens with the speaker telling us of how he once stood before two diverging roads, trying to decide which road to continue his travels on. In order to avoid making a mistake of choice, the speaker took a long time thinking over his decision and even tried to see where one of the roads led. However, this proved impossible because the road "bent" and the view was blocked by bushes and trees growing on its side.

Each road is a metaphor. The roads represent new ways of life, choices to be made, possibilities and opportunities for the future. The undergrowth represents the obstacles and other difficulties of daily life which trip us up and distract us from our goal.

The idea that both roads were pretty much the same is found in stanza 1 : "just as fair" and in stanza 2 : "both that morning equally lay". The speaker finally chose the other road (not the one he looked down) because "it was grassy and wanted wear." Something "grassy" is associated with being green- new, fresh, wild, untamed, original and inexperienced. The speaker chose a way few people before him had tried out. This idea is also supported by the words "wanted wear" (stanza 1). We may presume that the speaker is an adventurer, a non-conformist. However, he is not light-headed, having given much thought to his decision. He is not afraid of difficulty. It would have been easier to go the way others had. In any case, however, whatever choice the speaker made, the newness was there for him .The words "no step had trodden black" refer to both ways. The speaker made his decision easier by comforting himself with the thought that maybe one day he could try out his other option. At the same time, however, he realizes the impracticality of this thought.

The poem raises the question of whether choices are irrevocable, whether it is possible to do at a later stage what we gave up in the past. We should think of the issue of regret. Is it natural? How much time and energy should we spend on it and maybe we should simply deal with our choices in the best possible way.

The tone of the poem is negative and pessimist. Instead of talking about what he has gained and achieved he thinks about how life could have been different had he chosen the other path. This is why the poem is called "The Road Not Taken". At the time of writing (the present) the speaker can only guess as how he will feel in the future. All the speaker is certain about is that he will regret ("sigh") not having being able to experience both choices. Note the repetition of lines "two roads diverged ..." This gives us the feeling of coming full circle- past actions find their consequences in the future. The word "I" is repeated in the third stanza to convey the idea that a person's free choice decides his fate and that's what makes the difference.

Literary Terms:

Imagery Words used in images in poetry that use our five senses: sight, smell, hearing, taste and touching

Examples of imagery in the poem:

There are images of the season, of nature and of travel.

Two images show the season of autumn:

'a yellow wood...

'lay in leaves...'

There are five images of nature:

'a yellow wood...

the undergrowth...

it was grassy ...

lay in leaves ...

in a wood ...'

Metaphor Describing one thing in terms of something else.

Rhyme Used in poetry most often at the end of lines when the last syllables of the words at the ends of lines share the same sound.

Stanza A group of lines, which form a unit in a poem. This unit usually repeats itself in the poem.

Rhyme:

Symbolism Something which is both itself and also represents an idea, for example a rose may symbolize beauty

Theme: the major lesson or central idea that is proven by the story/poem – sometimes there are a few themes in a piece of literature. The theme of the poem is that choices are inevitable and the human tendency is to ask "what might have been if..." Frost calls the poem "The Road Not Taken" because he is thinking about the choice he didn't make and will always regret not knowing what he missed. Here are some different themes in the poem:

Individualism

The speaker chooses to go his own way, taking the "road less traveled" (line 19).

Caution

Before deciding to take the "road less traveled" (line 19), the speaker takes time to consider the other road. He says, "Long I stood / And looked down one as far as I could" (lines 3-4).

Commitment

The speaker does not have second thoughts after making his decision.

Accepting a Challenge

It may be that the road the speaker chooses is less traveled because it presents trials or perils. Such challenges seem to appeal to the speaker.

Setting: includes both the time and geographic location in which the story takes place. As literary element, the setting helps initiate the main backdrop and mood for a story.

Understanding the poem

1. What is the speaker's dilemma?
 2. Describe the two roads that the speaker finds. How are they similar / different?
 3. Which road does the speaker choose? How does he explain his choice?
 4. What does the speaker promise himself? Will he fulfill the promise? Explain.
 5. Does he seem satisfied with his decision? Explain according to what is written in the poem.
- a) Where and when does the story-poem take place?
 - b) Who is telling the story-poem? (Point of View)
 - c) Why does the poet describe the wood as yellow? Is it related to the season of the year? The time of the day? Both? Give evidence from the text.
 - d) Describe the two roads the speaker finds. How are they similar /different?
 - e) What problem is the narrator facing? Why is it a problem?
 - f) What evidence is there in the poem that the poet took a long time to reach a decision on which road to follow?
 - g) On what basis does the narrator make his choice and how does he justify his choice?
 - h) Does he seem satisfied with his decision? i) Paraphrase the poem by stanza or by line

The Road Not Taken

By Robert Frost

1

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;¹

Summary, Stanza 1

On the road of life, the speaker arrives at a point where he must decide which of two equally appealing (or equally intimidating) choices is the better one. He examines one choice as best he can, but the future prevents him from seeing where it leads.

2

Then took the other, as just as fair,
And having perhaps the better claim,²
Because it was grassy and wanted wear;³
Though as for that the passing there
Had worn them really about the same,

Summary, Stanza 2

The speaker selects the road that appears at first glance to be less worn and therefore less traveled. This selection suggests that he has an independent spirit and does not wish to follow the crowd. After a moment, he concludes that both roads are about equally worn.

3

And both that morning equally lay,
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

-

Summary, Stanza 3

Leaves cover both roads equally. No one on this morning has yet taken either road, for the leaves lie undisturbed. The speaker remains committed to his decision to take the road he had previously selected, saying that he will save the other road for another day. He observes, however, that he probably will never pass this way again and thus will never have an opportunity to take the other road.

4

I shall be telling this with a sigh⁴
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Summary, Stanza 4

In years to come, the speaker says, he will be telling others about the choice he made. While doing so, he will sigh either with relief that he made the right choice or with regret that he made the wrong choice. Whether right or wrong, the choice will have had a significant impact on his life.

Notes

1. The road beyond the bend may represent the future or the unknown, neither of which can be perceived.
2. Here, Frost uses personification, saying that the road has a claim.
3. Personification occurs here also if *wanted* means desired. No personification occurs, however, if *wanted* means lacked.

4. *Sigh* can indicate relief or happiness, or it can indicate regret or sorrow. The interpretation of its meaning is up to the reader.

Analysis and Interpretation

1. What do the roads symbolize? What could be the symbolic difference between the two roads?
2. What do you think was the result of the speaker's decision?
3. Why do you think the speaker chose that path? What kind of person do you think he/her is?
4. What do you think the poem is called "The Road NOT Taken"?
5. Which road would you have chosen and why?

Analysis and Interpretation

1. Find the stylistic devices (imagery, symbols, metaphors, antithesis and personification -see the list of literary terms) and explain how they help you understand the poem better .
 2. How does the poet use past and future tenses, and connectors to convey the message?
 3. What are the narrator's motives for his decision?
 4. What is he trying to "say" with his/her poem? What is the point ?
 5. Why do you think the title of the poem is "The Road Not Taken" rather than "The Road Taken"? (Antithesis)
 6. Does he seem satisfied with his decision? Why do you think so? How can you connect his decision to his personality ?
- a. Make use of ONE of the Thinking Skills we've studied. Write about 40-50 words .
.....
Content___/16 points Language:___/4 points
- b. Explain why you chose that particular thinking skill to answer question 4 a
Content=___/4 points Language:___/1 point

The speaker stands at a fork in the road. The fork in the road represents a point in our lives where we have a choice and must make a decision. The two paths in the woods represent our alternatives. The road is a symbol of the paths we may take in life. The poet tries to see where the roads will lead. He looks down one road until it "bends in the undergrowth" and he cannot see any further. Similarly, it is difficult for us to see what will happen in the future. We can only see the immediate future, and then our vision becomes obscured by the unknown. The poet finally chooses the other road because it "was grassy and wanted wear". He chooses the other road because fewer people have walked that way, and he sees it as the less conventional and more adventurous choice. Yet, he knows that both roads are equally inviting – his decision to take one or the other is totally arbitrary. He tries to console himself with the thought that he will return and take the "other" road, but he knows that "way leads on to way" and one can never return to the same point again.

In the final stanza the poet projects himself into the future and sees the consequences of his decision. The poet's sigh might be one of relief and satisfaction with his decision, which has made "all the difference" in his life. However, it could also be one of regret that he will never know what he missed by not taking the other road, or that things didn't work out as he had hoped. It is appropriate that the poem is called "The Road Not Taken" as the poet wonders what would have happened if he had taken the other road.

The speaker is unsure about the choice he is making. His repetition of the word "I" may show this uncertainty. He is certain, however, that the choice he makes will have a major effect on his life because when he looks back at the past, he will say that his decision "has made all the difference". His "sigh", therefore, might be one of satisfaction, relief, regret or resignation. However, whether he feels satisfied or dissatisfied with his choice in the future, his sigh is one of regret that he will never know what he missed if he had chosen the other option. He would like to come back and try the other road, but "since way leads on to way", he doubts that will ever happen. He feels regret that he has to make a decision without knowing the full implications of both options, and therefore never knowing what he missed on the other path.

Thinking Skills (HOTS)

Inferring: Reaching an opinion from facts or suggestions in the text / Understanding the meaning that is suggested by reading between the lines.

Problem solving: Identifying a problem and its solution, or identifying a problem and suggesting a solution of your own based on the available information. You may be asked to define what the character's problem is and how he or she solves/solved it.

Distinguishing different perspectives: Identifying different points of view within a text. You might be asked how the character responds to a certain event in the poem or how your understanding of the character's actions changes as you read the poem from the beginning to the end.

Questions from Bagrut Exams

Winter 2015 F Exam

BRIDGING

1. "Take a chance! All life is a chance. The man who goes the furthest is generally the one who is willing to do and dare. The 'sure thing' boat never gets far from shore." Dale Carnegie, American writer. Make a connection between the above quote and the poem. Give information from the poem to support your answer.

Summer 2014 F Exam

BRIDGING

"In the long run, we shape our lives, and we shape ourselves... And the choices we make are ultimately our own responsibility." – Eleanor Roosevelt. Make a connection between the above quote and the poem. Give information from the poem to support your answer.

Winter 2012 F Exam

LOTS

1. Read the quote and answer the question. The poem begins: "Two roads diverged in a yellow wood," Give ONE reason why it was hard for the speaker to decide which road to take. (5 points)
2. Why did the speaker choose the road he did? (5 points)
3. "Yet knowing how way leads on to way / I doubted if I should ever come back." Explain this quote in your own words. Do you agree with the speaker? Explain why or why not. (10 points)

HOTS

1. The poem ends: "And that has made all of the difference." This quote describes how the speaker will relate to his decision later on in life. How does he think he will feel about his decision?

ALTERNATIVE QUESTIONS

1. The last stanza begins: "I shall be telling this with a sigh / Somewhere ages and ages hence:"
 - a. Why do you think the speaker will be "telling this with a sigh"? (8 points)
 - b. What connection can we make between this quote and the title of the poem? (7 points)

Questions and Answers from Bagrut Exams

THE ROAD NOT TAKEN / Robert Frost (questions and answers from the Bagrut)

Bridging Text and Context - Suggested length: 60-80 words.

Robert Frost said that "The Road Not Taken" was written about a friend of his who, whatever road he went on, was sorry that he hadn't chosen another.

How does this quote help you understand the poem?

Possible answer:

At the beginning of the poem Frost writes that he is sorry he isn't able to go on both roads. He also writes how he stood for a long time looking at the roads before he made a decision. This fits in with the quote which says that Frost's friend wasn't ever happy with his decisions because he always wanted the road he didn't take. This is exactly what Frost says when he writes that he hoped to come back one day and take the other road but knew in his heart it would not happen. The last stanza tells us he is sorry he can't know what is on the other road when he says that he will talk about his choice with a "sigh." (The title also relates directly to the quote because it says "The Road NOT Taken" which shows us Frost (or his friend) is sorry he couldn't take the other road as well. Instead of feeling satisfied with his life, he feels unhappy, like he's

missed something.)

Bridging Text and Context - Suggested length: 60-80 words.

"Frost uses nature as a background. He usually begins a poem with an observation of something in nature and then moves toward a connection to some human situation." –

The Pastoral Art of Robert Frost by John F. Lynen

Explain how the above quote adds to your understanding of the poem.

NOTE that answer must include at least one "observation of something in nature" in the poem and its connection to the human situation / life.

Examples are:

Two roads in a wood Choices people make in life

A forest / wood Things aren't clear / it's not clear where you're going

Yellow wood / autumn The speaker is middle-aged

One of the roads bent in the undergrowth We can't see the future / We can't know when we make a choice what the results will be

One road was grassy / wanted wear Choosing something that other people don't choose

POSSIBLE ANSWER:

This quote helps me understand the poem better because it connects directly to the poem. The poem starts by describing something in nature: a wood in autumn. The wood has two roads. The speaker talks about which road to choose. The choice of roads connects to the human situation where people have to make decisions and can't come back to the same point in life. / know what the future will be.

THE ROAD NOT TAKEN / Robert Frost

1. The traveler could not see where the road was going because (–).

(i) it wasn't straight

(ii) the woods were too dark

(iii) it was covered by leaves

(iv) it was very grassy

ANSWER: (i) it wasn't straight

2. "Yet knowing how way leads on to way, I doubted if I should ever come back."

What does the speaker mean by these lines? He means that (–).

(i) one road was less traveled than the other

(ii) he could never take the other road

(iii) both roads looked the same

(iv) one road was more difficult than the other

ANSWER: (ii) he could never take the other road

3. "I shall be telling this with a sigh" - What does the word "this" refer to?

ANSWER:

How the speaker had to make a choice between two roads / the choice (he made) / making decision / his decision (about choosing the road) / not taking the other road

If: "the story of his life: he chose the better way" – 0 pts

If: "the story about the two roads" – deduct 60%

If: "the road / way (he take /chose)" – deduct 60%

If: "two roads" – deduct 60%

4. The speaker takes a long time to make his decision. What is he thinking about?

ANSWER:

He knows this is an important decision. He wants to choose the road that is best for him but he's not sure which one that is. Each time he looks at them they look different /

Which road is better / Which road to choose / take / About the two roads / That he cannot travel both roads / He compares the roads / How to choose the road.

If: "how to make the decision" – accept

If: "That he cannot come back" – deduct 40% p. inc.

5. "I took the one less traveled by, And that has made all the difference."

a. What is the speaker saying here?

Thinking skill I chose:

ANSWER:

5. a.

Possible thinking skill: Explaining cause and effect / Inferring

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question 5b.

The speaker is saying that whatever choice you make in life influences what your life will be like, for better or for worse / Our choices influence our life.

If: "The speaker is saying that what changed his life is the way he chose" – accept

If: "That he took the less traveled road and that made all the difference" – 0 pts

If: "The speaker is saying that he feels sorry about his choice that made all the difference" – 0 pts

b. Explain why you chose this skill to answer question 5a.

ANSWER:

5.b.

Possible explanations for thinking skill:

Explaining cause and effect: I chose the skill of Cause and Effect because I understood these lines to mean that the decision the speaker made in the past has affected the way he has lived his life.

Inferring: I had to infer that the poet could not change his decision and could not take the other road / feels sorry / regret about his decision. – accept

If: "I inferred from his life story what he wanted to say" – 0 pts

Comparing and Contrasting: The speaker compares the two roads and chooses the less traveled one. – 0 pts.

Problem solving: The problem was which road to choose and the solution was to choose the less traveled road and that made all the difference. – 0 pts

6. a. Some people say the poem is about regret. Why do you think they say that? Support your answer with information from the poem.

ANSWER:

6. a.

They say that because the poem tells us that if you choose one thing you have to give up something else and this makes you feel sorry. We can see this in the poem by the title of the poem, which talks about the road **not** taken, meaning the speaker is sorry about something he **didn't** do. / It can be regret because the poet would never know

what he had missed by not taking the other road / Because the poet could not choose both ways and he is sorry about it / Because they think that the "sigh" at the end of the poem expresses regret.

*If: "because the poet says **this** with a sigh and the sigh expresses regret" – deduct 20% mis.*

If: "because they think that the traveler didn't make the right decision" – 0 pts

If: "The speaker says "I took the one less traveled by and that has made all the difference" and you can take it for two meanings" – 0 pts

b. Do you agree with the interpretation of the poem in 6a? Compare it with your own interpretation.

ANSWER:

b. Yes, I agree with the interpretation because we always think of what we missed / what we didn't do. OR: No, I don't agree because I think this is a poem about making an unusual choice, the choice that most people don't make.

If: "No, because the sigh does not necessarily represents regret, it can express happiness or being proud of yourself with the choice" – accept

If: "No, because the sigh can be one of a relief and satisfaction with his decision which made all the difference in his life" – accept.

If: "I don't have a well thought out opinion because that the sigh in the end can be a sigh of relief or a sigh of despair" – accept

If: "No, because the traveler took a long time to make his decision" – 0 pts.

If: "No, because people have to feel satisfied with their choices and not to think about what would had happened if they had chosen another way in life" – 0 pts

If: "I agree with this interpretation because it seems that the poem talks about the regret of the poet" – 0 pts

THE ROAD NOT TAKEN / Robert Frost

a. What is the traveler's problem in the first stanza of the poem (lines 1-5)?

ANSWER: He doesn't know which road to take. / He can't decide what to do. / He is sorry he can't take both roads.

b. Give ONE example of how the roads are the same.

ANSWER: Two roads diverged in a yellow wood just as fair / Both that morning equally lay / Both had been used almost the same.

c. Copy the words from the poem that describe the road that fewer people took.

ANSWER: grassy and wanted wear / less traveled by

Read the quote and answer question d.

"Yet knowing how way leads on to way, / I doubted if I should ever come back."

d. Explain the meaning of this quote in your own words.

When you make decisions one thing leads to another and you can't go back.

One decision takes you in one direction and you can't change what you have already decided.

e. Why does the speaker say he will **"be telling this with a sigh / Somewhere ages and ages hence"**?

Thinking skill I chose: _____.

ANSWER:

Inferring, uncovering motives, distinguishing different perspectives

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question e.

Possible information that would be adapted according to the thinking skill chosen:

When he looks back at his life and the decisions he made, he may be sorry / happy about his decision / about the road he took.

It might be a sigh of satisfaction. / He is thinking back and reflects on his decision.

Explain why you chose this skill to answer question d.

Inferring

I chose inferring because I had to infer what the meaning of the sigh is, of what he will be telling in the future.

Uncovering motives

In order to answer the question, I had to try and uncover the motive of why he will be telling this with a sigh.

Distinguishing different perspectives

I chose this skill because I had to try and understand the perspective of the person in the poem.

A. THE ROAD NOT TAKEN / Robert Frost

Answer questions **1-3** and either question **4 OR 5**.

1. What is the setting of the poem?

ANSWER:

(5 points)

2. How does the speaker feel about the choice he has made?

- i) He is sorry.
- ii) He is happy with his decision.
- iii) He regrets his decision.
- iv) The answer is unclear

(5 points)

3. What is the significance of the fact that the road "**bent in the undergrowth**"?

ANSWER:

.....

.....

(10 points)

4. Is the traveler satisfied with the decision he made long ago? Support your answer with information from the poem?

For this question, use ONE of the thinking skills (10 points for the content of the answer, 5 points for the correct use of the thinking

skill).

Thinking skill I chose:

ANSWER:

5. a. What is the speaker's dilemma?

ANSWER:

.....

b. How does the speaker resolve this dilemma?

ANSWER:

תשובות

1. The traveler is standing in a wood, at a fork in the road, quite early in the morning in the fall, as the yellowing leaves indicate.

2. iv) The answer is unclear.

3. The undergrowth obstructs the vision of the traveler and he can't see where the road leads. This image expresses the idea that the future is unknown, mysterious and surprising and one can't know what it will bring.

4. Thinking skill I chose: Distinguishing different perspectives

The answer is unclear. The traveler sighs when he refers to the decision he has made. The sigh

may indicate two **different attitudes**. It can be a sigh that shows he is **looking back** at his choice with satisfaction and relief, that he is happy with his decision. It may also be interpreted as a sigh of regret, which may mean he is sorry he made that choice and perhaps it

would have been better for him if he had chosen the other way.

OR:

Thinking skill I chose: Inferring

The answer is unclear and one can come to two opposite **conclusions**: One may **conclude** that the sigh the speaker mentions in the poem is a sigh of satisfaction and relief, and the speaker is happy with the choice he has made. But one may also **conclude** that this is a sigh of regret and sorrow and that the speaker feels perhaps he should have taken the other road.

5. a. The speaker has to choose between two roads: both are pretty, both are covered with leaves and it seems that no one walked on them that morning. As a matter of fact, there is very little difference between the two roads and the speaker finds it hard to decide which road to take.

b. He decides to choose the road less traveled by, the more challenging road.

As I Grew Older by Langston Hughes (1902-1967)



- ✓ Langston Hughes was a famous African-American poet who lived during the time of worldwide racial oppression (דיכוי) against black people in America.
- ✓ Hughes was involved in the Civil Rights Movement led by Dr. Martin Luther King, Jr. and wrote protest poetry.
- ✓ Hughes was a part of the **Harlem Renaissance** as one of the finest poets to promote African-American culture, such as jazz music.

Cultural Issues

- ❖ Until the end of the American Civil War (1865), African-Americans were held slaves in the southern states. However, even after they were freed, they were not treated as equals. They were oppressed and discriminated against. For example, they could not eat or study in the same places, or even sit next to a white person on the bus (**segregation** גזעית הפרדה). This went on until they began fighting for equal rights nearly 100 years later under the leadership of Dr. Martin Luther King, Jr. in the 1950s and 1960s.
- ❖ Langston Hughes was a Harlem Renaissance writer, deeply concerned with the racial pride and with the creation of African-American poetry as an independent **genre**. He wrote jazz poetry in the style of jazz music he loved. (Jazz originated in the United States as an African-American version of European music, and therefore also symbolized the equality of white and black people.)
- ❖ Originally called the New Negro Movement, the **Harlem Renaissance** was a literary and intellectual movement that encouraged a new black cultural identity in the 1920s and 1930s. It is a "spiritual coming of age" in which the black community was able to take control of its "first chances for group expression and self determination הגדרה עצמית."
- ❖ Since racism was still widespread and economic opportunities were rare, creative expression was one of the few ways available to African-Americans in the early 20th century. The **Harlem Renaissance** transformed "social disillusionment to race pride."



Interpretation of the poem

- ✓ Echoing the free and individual expressiveness of jazz, the poem is written all in **one stanza**, with irregular line lengths and no specific rhyme scheme. The simple vocabulary makes each word important, the themes are clear, and **repetitions in the poem create movement**. The **speaker** is the poet himself, telling us about his own personal experience in his life. The **setting** of the poem is divided into **three clear time frames**.
- ✓ - **The past** - *In the past, the speaker was a young person who had dreams for his future, but he found there was a big obstacle to his dream, a wall.*

- ✓ **-The present** - His present situation is life in the dark shadow of the thick wall. All he is able to do is **lie down**, as he is blocked off from light and from reaching his dream.
- ✓ **- The future** - His future plan is to fight against the wall and do everything he can to break it down and fulfill not only his first dream but also many others ("*a thousand lights of sun*").

Theme and Message

- ✓ The poem is about the inability to achieve childhood dreams because of racism and prejudice. When the speaker was young, he had dreams of achieving great things. His dreams were "Bright like sun". As he grew up, he experienced prejudice and racial discrimination, and his naïve and optimistic dreams were shattered.
- ✓ The racism and prejudice that the speaker encountered because of his skin color are "the wall" that grew higher until it blocked his childhood dreams. This wall caused him to live in a "shadow" of depression and despair.
- ✓ In the last stanza (divided to stanzas by ECB), the poet commands his hands to break through the wall so that he can overcome the prejudice and achieve his dreams.
- ✓ The poem is a comment on racial prejudice, discrimination or any form of oppression (אָפּרעסיע) that makes people unable to fulfill their dreams. It may be because of age, gender, nationality or religion.
- ✓ The poet implies that when a person's potential, or his/her worth as a human being is prevented and ignored because of racism, it is a global loss.



Tone – is the attitude of the speaker or narrator as communicated by the writer through his/her choice of words. The **tone** may be serious, humorous, playful, ironic, etc. The **tone** can change in the different stanzas

- ❖ **A simile** is when you compare two nouns (persons, places or things) with "like" or "as."
Her hair is like the sun. He is as strong as a lion.

A metaphor is when you use two nouns and compare or contrast them to one another. Unlike simile, you don't use "like" or "as" in the comparison.

My life is a dream. Life is a journey

"All the world's a stage, and all the men and women merely players." (Shakespeare)

- ❖ The hands may also symbolize creative power that breaks down the wall. In other words, the poet's use of his hands by writing will enable him to overcome prejudice and achieve his dream.

Light	Darkness
Dreams hope Optimism possibilities / opportunities goodness awareness intellectual achievement	Prejudice discrimination hatred racism ignorance evil

🚩 Darkness does not always have a negative connotation in the poem. The **shadow and darkness** caused by the wall have a **negative** connotation. However, **the poet himself is black** and he makes reference to his “dark hands” – in this case darkness is positive. The poet’s / speaker’s dark skin color is the target of prejudice to which he is so strongly opposed. It is the dark of prejudice that has a negative connotation, not his dark skin color.

🚩 The **theme** of the poem is the negative effects of racism. Prejudice and discrimination. **The message** of the poem is that we must take action against unjust society, deal with prejudice and rise above it. We can only rely on ourselves to do this.

I have discovered in life that there are ways of getting almost anywhere you want to go, if you really want to go.

[Langston Hughes](#)

(questions and answers from the Bagrut tests including summer 2015)

Bridging Text and Context: Write 80 - 100 words.

"When Langston Hughes wrote the poem As I Grew Older (1925), African Americans were discriminated against. They were prevented from using the same bathrooms and restaurants as whites and were forced to sit at the back of the bus. Essentially, the United States of America was a racist society with racist laws." – Hamlet Pericles

How does the above quote add to your understanding of the poem As I Grew Older?

Support your answer with examples from the poem. (30 points)

ANSWER:

The above quote gives us the background for the poem As I Grew Older. When the narrator tells us that there is a wall separating him from his dream, and says "I am black," we understand that the wall is there because he is black. The quote tells us that blacks were terribly discriminated against in America society and treated as inferior at the time the poem

was written. Therefore, a black man could not expect to achieve his dreams because every door was closed to him.

AS I GREW OLDER / Langston Hughes

Bridging Text and Context: Write 80 - 100 words.

"Poets who write about love, roses and moonlight... must lead a very quiet life. Unfortunately, having been born poor – and also colored – in Missouri, I was stuck in the mud from the beginning. Although I wanted to float off into the clouds, poverty and racism would grab me by the heels, and I would land right back on earth." – Langston Hughes

Explain how this quote adds to your understanding of the poem.

ANSWER:

- The quote exactly reflects the message of the poem. In this poem we first read about the poet's dreams. In the past he believed he could do anything he wanted. The possibilities open to him are represented by the images of the sun and light. However, once he grows up and faces his poverty, discrimination and prejudice, he realizes that he has few choices. He is constantly reminded of his limited choices by the image of the shadow. The reason for this is in the line in the middle of the poem: "I am black". A person of color in Langston Hughes' time had very few choices and this defined all aspects of his life.
- This quote helps me understand the themes of Langston Hughes' poetry and what lies behind the poem *As I Grew Older*. In the poem he expresses the same feelings as in this quote: that while inside his head he was just like any other man, but the outside world did not let him be like any other man.

The outside world would not let him forget that he was black. Being black kept him from fulfilling the dreams he had. He was not allowed to forget that the white world considered him inferior.

AS I GREW OLDER / Langston Hughes

What did the speaker have "a long time ago"? (5 points)

The speaker had a dream.

What happened to the speaker as he grew older? (5 points)

He almost forgot what his dream was about. / His dream dimmed. / He was unable to fulfill his dream. /

His dream disappeared.

ACCEPT: "He became aware of racism."

ACCEPT: "He became pessimistic (because of racism)."

Explain how the images of light and darkness are used in the poem. (10 points)

- The image of light is a metaphor for the speaker's dream and his being able to fulfill it. The image of darkness is a metaphor for the fact that he is unable to fulfill his dream (because he is black.)
- The image of light is a metaphor for equality and the speaker's belief he has the same chance as everyone else (to reach his dream). The image of darkness is a metaphor for society which tells him that he is not equal because he is black and so doesn't have the same chance (to reach his dream).

The answer must relate to the metaphors.

a. Is the poem optimistic, pessimistic or both? Explain. (10 points)

Possible thinking skills: Inferring / Comparing and contrasting

- The poem is pessimistic because the speaker talks about a wall which separates him from his dream. This wall is the attitude / prejudices / racism of society towards black people. The "wall" separates him from his dream (because he is black) and has fewer chances to succeed (than whites).
- The poem is pessimistic because it talks about a wall separating him from his dream. This wall could be any obstacle that prevents him from achieving his dreams.

Note: if pupil says "pessimistic" and refers only to the last stanza, 0 points.

- The poem is optimistic because the ending / the last stanza is optimistic. The speaker is going to use his hands to break through the wall and take away the shadow. // The last word of the poem is "sun", a hopeful word. // The speaker will fight to make his dream come true and believes he will succeed. // The speaker's will to fight and not just give up – "lie in the shadow" – makes the poem optimistic.

Note: if the pupil says "optimistic" without relating to the last stanza, 0 points.

a. Why does the speaker mention using his hands to break through the wall? (7 points)

a. The speaker mentions his hands because people use their hands to build and create things, and here the speaker is using his hands to break down the wall in order to build a better world. // Hands are the instruments of change. His hands are used as a metaphor for his mind/will power. // His "hands" are an artist's /a writer's hands and he will try to change his reality / society's attitudes and / or prejudices through his arts.

Answer must relate to the speaker's hands and what they do, not simply to breaking through the wall.

b. What do you think will be the effect of breaking through the wall? (8 points)

- The effect of breaking the wall will lead to the speaker fulfilling his personal dreams.
- The effect of breaking the wall will lead to equality between all people and the end of racism.

AS I GREW OLDER / Langston Hughes

"Every great dream begins with a dreamer. Always remember, you have within you the strength and the passion to reach for the stars, to change the world." – Harriet Tubman, a famous African-American civil rights activist

Make a connection between the above quote and the poem. Give information from the poem to support your answer.

In the poem the speaker started dreaming "a long time ago" but the dream was shattered by experiences in his life. He describes this as a wall and huge shadow which make him helpless. But then, like in the quote, he found strength to fight this wall and start dreaming again. // He talks about his hand breaking the wall, which is his own inner strength. The quote talks about reaching the stars and the poem talks about creating sunlight. I think both mean being able to dream and then going ahead and fulfilling these dreams.

"If one dream should fall and break into a thousand pieces, never be afraid to pick one of those pieces up and begin again." Flavia Weedn, *Flavia and the Dream Maker*.

Make a connection between the above quote and the poem. Support your answer with information from the poem.

In the quote the writer says that if one loses one's dream one should not be afraid to start again. In the poem the narrator describes how he had a dream that he couldn't fulfill because others stopped him from doing it with a wall of prejudice (against Afro-Americans). But like Weedn he finds the courage to fight back. He manages to overcome prejudices and follow his dream. Weedn talks about a dream that breaks into a thousand pieces and the narrator in the poem talks about a shadow that blocks his dream. He sees the shadow as breaking "Into a thousand lights of sun, Into a thousand whirling dreams of sun."

As I Grew Older By Langston Hughes

It was a long time ago.

I have almost forgotten my dream.

But it was there then,

In front of me,

Bright like a sun--

My dream.

And then the wall rose,

Rose slowly,

Slowly,

Between me and my dream.

Rose until it touched the sky--

The wall.

Shadow.

I am black.

I lie down in the shadow.

No longer the light of my dream before me,

Above me.

Only the thick wall.

Only the shadow.

My hands!

My dark hands!

Break through the wall!

Find my dream!

Help me to shatter this darkness,

To smash this night,

To break this shadow

Into a thousand lights of sun,

Into a thousand whirling dreams

Of sun!

Basic Understanding & Analysis

1. Who is the speaker in the poem? What do we know about him?
2. What situation is described in the poem?
3. What did the speaker have a long time ago?
4. What does the speaker compare his dream to?
5. What happened to his dream as he grew older?
6. What happened to the speaker as he grew older?
7. How did the speaker's feelings change as he grew older?
8. What colors are mentioned in the poem? What do they symbolize?
9. What does the speaker want to use to break the wall?
10. What does the wall symbolize?
11. What does the shadow symbolize?

12. What do his black hands symbolize?

12. Give an example of a metaphor in the poem. Explain.

13. Give an example of a simile in the poem. Explain.

14. Explain the usage of darkness and light in the poem.

15. What is the theme of the poem?

16. What is the message of the poem?

17. In your opinion, what might be the effect of breaking the wall? Explain.

HOTS questions

1. Compare and contrast the speaker's feelings about his dream as a child and as an adult in **As I Grew Older**.
thinking skill: _____

2. What causes the black speaker to take action and use his hands?
thinking skill: _____
3. The black speaker faces a problem. Define his problem and a possible solution he comes up with.
thinking skill: _____
4. Is the speaker's state of mind the same at the beginning and at the end of the poem? Explain.
thinking skill: _____
5. What motivates the speaker in the poem to become active in the end?
thinking skill: _____
6. Is the poem pessimistic, optimistic or both? Explain.
thinking skill _____

ALL MY SONS / ARTHUR MILLER

ACT I

The first act serves as an **exposition**. We are introduced to all the characters, excluding George whose sudden phone call gives an aura of mystery and suspense to the end of act I.

SETTING

Time: About three and a half years after Larry was reported missing in World War II. (1947). It's August, the month of Larry's birthday. It's Sunday, the Christian holy day. The play's actions take place within less than 24 hours.

Place: a mid western town in U.S.A. The action takes place in the backyard of the Keller home.

The main conflicts in the play

1. **Larry Keller** was reported missing in action (MIA) on November 25th. This fact is a source of conflict in the Keller home. Kate, the mother, guided by her maternal instincts and her deep belief in God and justice, refuses to accept Larry's death. Joe Keller is torn between his wife and his son on this issue. Joe, like Chris, believes that Larry is dead but is afraid to confront Kate. At the same time, it is important for Joe to keep Chris by his side and bring him into the business. But Chris has plans of his own – he wants to marry Ann, even at the cost of hurting his parents. Thus, the question whether Larry is alive or dead lingers at the background throughout the play. It is emphasized by the fact that Mother asks Frank to prepare a horoscope for Larry in order to find out whether November 25th was his favorable day.
2. **The case:** Upon her arrival, Ann is concerned whether the neighbors stopped talking about her dad. During the war, Keller with his business partner Steve Deever (Ann's father) had been accused of causing the deaths of 21 American pilots through criminal negligence. Keller was exonerated after spending some time in jail, while Steve Deever was found guilty and was sentenced to a prison term. Ann and her brother George had cut off all ties with their father. Mrs. Deever had moved her family out to New York.

Keller's version of the airplane cylinder-head case and how he was pardoned by the community is later challenged by George in Act II. Keller's involvement in the case explains Mother's otherwise uncalled for anger over the "jail game" Keller plays with Bert.

THE MAJOR CHARACTERS

Joe Keller – nearing 60 a self-made man. He has fulfilled the American dream by working himself up from a factory worker to a factory owner. Although he doesn't have formal education; he has common sense, which helps him survive. He seems to be the true family man. However, he has a tendency to avoid anything that smells of trouble. For example, he prefers to read the want ads in the paper. He also tries to avoid confrontations with Chris and Mother. It's important to note that Keller seems to bear no grudge towards Steve Deever for dragging him through the mud.

Chris Keller – 32 years old, living at his parents' house. He is naïve, idealistic, loyal and honest. He believes in others. His most important value is the responsibility he has to society. He feels that their lives have been put on hold since Larry was reported missing.

Ann Deever – Larry's ex-fiancé has come to the Keller house in order to marry Chris. She keeps a secret.

Kate Keller – cannot accept Larry's death. She holds on to anything that may feed her belief that Larry is alive somewhere. She believes that the breaking of the tree, which was planted in Larry's memorial, symbolizes the fact that he is alive.

SIGNIFICANT THINGS TO REMEMBER:

- a. **The horoscope** – mother asks Frank to prepare a horoscope to find out whether November 25th was his favorable day. The answer to this question will be known in act III.
- b. **Mother's dream** – in her dream she sees Larry in the cockpit flying over their house. When he starts falling while calling her name, she wakes up to the sound of the wind and the broken tree. She confuses these sounds with the roaring of Larry's engine. While logically this dream may be interpreted that Larry is dead, mother's conclusion is that they planted the tree in Larry's memorial too soon.
- c. **Chris's monologue about the war** – during the war Chris was a commander of the company but he lost all of them. He feels guilty to be alive and to enjoy life and the money his father made during the war. He also feels guilty about marrying Ann because he feels he won her as loot

because Larry is missing. Chris, the idealist, thought that the war would make people better. But when he returns he witnesses the same “rat race” – the only thing people care about is money. This is criticism about the American society.

ACT II

The **second act** opens with Chris sawing off the broken tree. This symbolizes for us the complete breaking up of the Keller home. It is Sunday evening and the Keller family is preparing for their big night out together. Mother comes out and joins Chris. Her relief at having gotten rid of Larry’s tree is obvious. **It’s a sign for her that Larry is alive.**

Kate asks Chris for help and protection since she fears that the case might be reopened. Chris, who thinks that his mother worries for nothing, is presented to us as a bit naïve where people are concerned.

Keller’s sleeping too much is an obvious sign that he is greatly worried – it’s his way of ignoring trouble. Ironically, Ann misinterprets Keller’s sleeping. Her only concern here is to marry Chris as soon as possible.

An important private conversation takes place between Ann and Sue. Sue’s jealousy of the Keller family becomes obvious. **In spite of the shame the family suffered as a result of Joe’s case, the Kellers came out of the crisis quite unhurt.** Although the whole neighborhood believes Joe to be guilty, they give him credit for being smart. Therefore, she resents living next to the **“Holy Family”**. According to Sue, Chris has no right preaching about moral values when he himself is compromising his ideals by taking dirty money from his father’s business. Ann is upset to hear that Sue calls Chris a **“phoney idealist”**, because for her Chris symbolizes honesty. Yet Sue’s hypocrisy becomes apparent in her friendly greeting towards Chris.

The trouble between Sue and Jim is their **differences in values**. Sue is more practical and materialistic whereas Jim is more concerned with moral values and ideals.

In the conversation that follows between Ann and Chris, Chris’s belief in his father’s innocence is unshakable. Keller joins Ann and Chris and makes an amazing offer – to bring Steve Deever back into the business as an employee when he gets out of jail. Both Ann and Chris, who believe in the same principles, resent this idea.

Jim brings George; leaving him to wait outside in the car for fear that he will upset Mother. George wears his father’s hat. By wearing this hat George is taking his father’s side in the case. **George is a man of conscience.** He accuses Chris of knowing of his father’s guilt and ignoring it. He comes to right the wrong done to his father. He won’t allow Ann to marry Chris since Keller destroyed their family. Steve Deever is presented as a weak, little man afraid of loud voices; a man who is quick to lie and blames others; a frightened mouse but not a killer.

Mother’s warm sincere personality and her motherly nature serve to soften George up. She manages to convince George that no one and nothing has changes. Lydia’s entrance

only serves to make George feel more at home. Instead of marrying her, he joined the army. A distinction is made between George, Chris and Larry who were idealistic and Frank, who lacks ideals – he always got out of serving in the army. Frank has made it in the materialistic world – house, car and family, whereas George, Chris and Larry lost out on those things.

Frank is the true winner because he never went to war.

Keller's entrance changes the happy, free atmosphere into a strained one. Keller offers to help George settle down in business. Keller also repeats his offer to help Steve, but George lets him know that his father hates Keller.

The turning point of the play occurs when Mother makes a slip of the tongue claiming that Keller has never been sick in 15 years. *This is an example of a dramatic irony – the result of the slip of tongue is contrary to what mother expected. Her remark seems innocent but it is the turning point of the play.* George becomes fixated on this slip and demands to know what really happened that day at the plant. (This was the excuse Keller used in court to get himself exonerated!). Just as we are waiting for the answer, Frank enters with Larry's horoscope claiming that Larry is alive. When Kate hears this she indirectly tells Ann to leave, since she won't allow her to marry Chris. Actually, she has already packed her bags. Both George and mother want Ann to leave but for different reasons.

Finally, the truth about Keller's guilt is revealed. In **self-defense**, Keller accuses Kate of being insane and remarks that Larry had never flown a P-40. Chris takes this as **an admission of guilt**. In great anger, Chris accuses his father of murdering 21 pilots. Defensively, Keller tries to explain to Chris that at the same time there was no other way out – **if they hadn't completed the urgent delivery on time, they would have been put out of business at once**. Besides, Keller didn't think that defective parts would actually be used, and anyway he intended to notify the authorities immediately after he had the process going well again. Then as time passed, it was already too late. He and his partner Steve were arrested. In blind anger, Chris shouts and says his father ought to have thought not only of his business and his family, but also, above all, of his country and of other people.

ACT III

Act III opens with Mother nervously sitting on the porch, waiting for Chris to return. It is 2 o'clock in the morning. Jim joins her having returned from an unnecessary emergency call. With his usual bitterness, **Jim denounces society for being too concerned with money – materialism**. Jim assures Mother that Chris will come back for the simple reason that compromise is always made – **ideals are compromised in the face of reality**. We discover that Jim has always known of Keller's guilt, but had kept it to himself. In a sense, **Chris is a younger version of Jim**. In his younger days, Jim had ideals of helping humanity by doing research but had to compromise for the sake of his family.

As Jim exits in search of Chris, Keller enters. **Keller is no longer the open, friendly neighbor we met in Act I**. Keller demands Mother's sympathy and support. In the

conversation that develops between the two, it is clear that Keller doesn't understand the enormity of his crime and believes that all his actions were justified because they served a greater purpose – **his family**. Keller rejects Mother's plan to admit his crime and pretend to be willing to pay for it in jail. He says "**I'm his father and he is my son and if there's anything bigger than that, I'll put a bullet in my head**" – and indeed he does. Keller makes a fatal mistake in misunderstanding Larry's basic personality and priorities in life. **Larry can be said to be the true idealist in the play**. He couldn't face the fact that his father and Ann's father had caused the deaths of 21 pilots. Therefore, he decided to go on a mission he knew he would never return from, (he probably planned to crash his plane) and he asked Ann not to wait for him.

Ann enters and she senses the tension. She declares that she will do nothing concerning the case on one condition – she wants Mother to admit that Larry is dead so that she can marry Chris. Mother, of course, refuses. As a last resort, Ann shows Mother **the farewell letter** Larry wrote to her. Mother is in shock and horror. Meanwhile, Chris enters and he informs Ann and Mother of his immediate plans. In moving to Cleveland, Chris is compromising just as Jim had predicted he would. Yet his conscience won't allow him to live in or be a part of the Keller home. Chris loses faith in mankind as well as in himself. His ideals suddenly seem empty in a society that values individualism and capitalism. This is a harsh criticism against society.

In final desperation, Ann pushes Larry's letter into Chris's hands in the hope that it will give Chris a strong enough reason to jail his father. Chris finds it difficult to face what his father did because it shatters the illusion he had of his father as being infallible – a person who can't be wrong. Keller finally understands the monstrosity of his crime after hearing and understanding the contents of Larry's letter. He finally realizes the fact that the 21 dead pilots really mattered. To Chris and Larry these pilots were like brothers – "**but I think to him [Larry] they were all my sons**". The play ends with Keller committing suicide by shooting himself. His death may be interpreted in two ways. First, just another means of escaping and avoiding difficult situations. Second, a sign that Keller is overcome by shame, sorrow and remorse at the terrible crime he committed. He finally realizes that there is something bigger than the family and its social responsibility. He finds the fitting punishment – a death sentence.

The last word of Mother to Chris – "live" – gives us new hope that Chris and Ann might find happiness together and may build a better world together.

GENERAL THEMES IN THE PLAY

1. **The impact of war** on the life of people: the **young (Chris, Larry, Ann & George)** – as a result of the war they lost their chance to have normal life like Frank who never went to war. And the **old** generations (**Mother, Keller, Steve**) – they made money as

a result of the war, went to jail, but they also lost a son.

parents – children relationship – shattering of myths.

2. The conflict between **idealism** (Chris, Larry, Ann & George), **materialism** (Keller, Sue & Mother) and **compromise** (Jim).

Social responsibility (Chris, Larry, Ann & George) Vs. **Family loyalty** (Keller & Mother).

3. Reality Vs. Appearance. Things aren't what they seem to be. The play begins on a peaceful Sunday morning, yet the night before the play starts there was a storm that broke the tree planted in Larry's memorial. This storm is a clue for the internal storm (turmoil as a result of 2 things: Larry reported missing, the case) in the Keller family. At the end, the family is breaking just as the tree broke at the beginning because of the storm.

4. The significance of Keller's suicide and the meaning of the title of the play. Can be interpreted in two ways: a death sentence for a crime he committed, an escape from reality and inability to face the consequences of his actions.

5. War profiteering - social criticism against people who made money during the war while people got killed in the battlefield.

6. The role of the minor characters in the play – to increase tension at certain points in the play, to enhance the social criticism in the play.

Frank – prepares the horoscope for Larry in order to determine whether Larry got killed on November 25th on mother's request. He discovers that Larry is alive while in reality he is dead. In addition, he is the true winner because he never went to war.

Lydia – was George's love but he lost her to Frank since he went to war.

Jim – represents compromise. He had high ideals but he had to give them up because he has a family to take care of. He symbolizes the compromises we have to make as adults who have responsibilities towards other people. At the end of the play Chris will compromise too.

Sue – represents pure materialism. She wants her husband to make money even if he doesn't enjoy what he does.

7. Meanings of names in the play. (Keller / killer, Chris / Christ, Mother as the tragic figure – she did everything to keep the family together, but her slip of the tongue breaks her family.) **Looby** means a stupid, clumsy and lazy person.

The American Dream

Miller points out the flaw with an economic interpretation of the American Dream as business success alone. Miller suggests the flaws of a capitalist who has no grounding in cultural or social morals. While Keller accepted the idea that a good businessman like himself should cover the cracks in the cylinder heads, Miller criticizes a system that encourages profit at the expense of human life. There is an argument in the Bayliss marriage over Dr. Bayliss's desire to do unprofitable research, because his wife wants him to make more money instead of doing what he enjoys and what will help others. For Sue making money to support the family is more important than self fulfillment.

Trademarks of Miller's Plays

Miller declared "In all my plays and books I try to take settings and dramatic situations from life which involve real questions of right and wrong."

The idealist who pays too much for his inability to compromise. *All My Sons'* Chris Keller's insists on dredging up a past that holds unbearable truths.

The theme of man's responsibility to his fellow man. This was most strongly expressed in *All My Sons*, where one man's greed haunts him in the worst possible way -- in the death of his son.

The Guilt of the survivor. Chris Keller, unlike his father, bears no responsibility for the death of his brother and other victims of the war. Yet he is haunted by the fact that he's alive while others died.

All My Sons – important citations ECB books

Act I		Act II		Act III	
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39	1-2, 18-30	86	4-5, 13-16, 25-32		
40	1-3, 18-30	87	1, 10-11, 14, 21-23		
41	1-13	88	1-14, 24-30		
42	4-6, 27	89	1-2, 7-15, 21-23		
43	4-6, 9-10, 29-31	90	9-32		
44	11-29	91	13-26		
45	1-15				
46	9-10, 22-25				
47	1, 6-7, 9-10, 12-16, 19,20				
48	9-13, 17,18, 26-28				
49	20-22, 24-25, 29-30				
50	3-4				

ALL MY SONS - QUOTATIONS

Who said to whom & under what circumstances?



ACT I

1. August of our era
2. I don't read the news part anymore.
3. Over my dead body he'll be a doctor.
4. I would love to help humanity on a Warner Brothers salary.
5. I like to keep *abreast* of my ignorance.
6. Being dishonest with her. That kind of thing always pays off, and now it's paying off.
7. You have such a talent for ignoring things.
8. I ignore what I *gotta* ignore
9. I've been a good son too long, a good sucker. I'm through with it.
10. You've got a business here, what the hell is this?
11. So much for that, thank: God.
12. We never took up our lives again. We're like at a railroad station waiting for a train that never comes in.
13. Nobody *in this house* *dast* take her faith away, Joe. Strangers might. But not his father, not his brother .
- 1A. You above all have got to believe, you-

15. What does that mean, me above all?
16. There's no jail here!
17. What have I got to hide?
18. When you marry, never -even in *your* mind - never count *your husband's* money.
19. Because certain things have to be, and certain things can never be.
20. You know Larry never flew a P-40.
21. So who flew those *P-40s, pigs?*
22. They didn't die; they killed themselves for each other. ...a little more selfish and they'd've been here today. ...Everything was being destroyed, see, but it seemed to me that one new thing was made. A kind of - responsibility. Man for man.. ...And then I came home and.. ..there was no meaning in it here; the whole thing to *them* was a kind of a - bus accident.I felt wrong to be alive, to open the bank book, to drive the new car when you drive that car you've got to know that it came out of the love a man can have for a man, you've got to be a little better because of that.
23. Just. . .be smart.

ACT II

1. You think just because you like everybody, they like you.
2. You can never owe somebody without resenting them.
3. When you take up housekeeping, try to find a place away from here.
4. Chris makes people want to be better than it's possible to be
5. But if Chris wants people to put on the hair shirt let him take off his
broadcloth.
6. *A father is a father!*
7. When I was studying in the hospital it seemed sensible, but outside there doesn't seem to be much of a law.
8. On the telephone you can't have responsibility! In a court you can always deny a phone call and that's exactly what he did.
9. It breaks my heart to see what happened to all the children. How we worked and planned for you, and you end up no better than us.
10. There are certain men in the world who rather see everybody hang before they'll take blame.
11. Huhh?
12. I packed your bag, darling.
13. I got plenty to say. Three and a half years you been talking like a maniac -
14. Your brother's alive, darling, because if he's dead, your father killed him.
15. What is that, the world - the business? What the hell do you mean, you did it for me? Don't you have a country? Don't you live in the world?



ACT III

1. It takes a certain talent - for *lying*. You have it, and I do. But not him.
2. I don't think he went very far. He probably just wanted to be alone to watch his star go out.
3. All your life whenever there's trouble you yell at me and you think that settles it.
4. You wanted money, so I made money. What must I be forgiven?
5. There's something bigger than the family to him.
6. Nothin' is bigger!
7. I'm his father and he's my son, and if there's something bigger than that I'll put a bullet in my head!
8. Whether you wanted to or not, you've crippled him in front of me.
9. That's your life, that's your lonely life.
10. I've been so lonely, Kate...I can't leave here alone again.
11. I'm yellow. I was made yellow in this house because I suspected my father and I did nothing about it... ..now if I look at him, all I'm able to do is cry.

12. This is the land of the great big dogs, you don't love a man here, you eat him!...This is a zoo, a zoo!
13. It's dollars and cents, nickels and dimes; war and peace, it's nickels and dimes.
14. I know you're no worse than most men but I thought you were better. I never saw you as a man. I saw you as my father.
15. Sure, he was my son. But I think to him they were **all my sons**. And I guess they were, I guess they were.
16. Larry didn't kill himself to make you and Dad sorry. (What more can we be?) You can be better! Once and for all you can know there's a universe of people outside and you're responsible to it, and unless you know that, you threw away your son, because that's why he died.
17. Don't, dear. Don't take it on yourself. Forget now. Live.

Notes on some characters

JOE KELLER is not a very bad man. He loves his family but does not see the universal human "family" which has a higher claim on his duty. He may think he has got away with his crime, but is troubled by the thought of it. He relies on his wife, Kate, not to betray his guilt.

CHRIS KELLER has been changed by his experience of war, where he has seen men laying down their lives for their friends. He is angry that the world has not been changed, that the selflessness of his fellow soldiers counts for nothing. He feels guilty to make money out of a business which does not value the men on whose labor it relies.

KATE KELLER is a woman of enormous maternal love, which extends to her neighbors' children, notably George. Despite her instinctive warmth, she is capable of supporting Joe in his deceit. To believe Larry is dead would (for her) be to believe his death was a punishment of Joe's crime (an intolerable thought), so she must persuade herself that Larry still lives. Joe sees this idea to be ridiculous, but must tolerate it to secure Kate's support for his own deception.

ANN DEEVER shares Chris's high ideals but believes he should not feel ashamed by his wealth. She disowns her father whom she believes to be guilty. She has no wish to hurt Kate but will show her Larry's letter if she (Kate) remains opposed to Ann's marrying Chris.

Dr. JIM BAYLISS is a man who, in his youth, shared Chris's ideals, but has been forced to compromise to pay the bills. He is fair to his wife, but she knows how frustrated Jim feels. Jim's is the voice of disillusioned experience. If any character speaks for the playwright (Arthur Miller), it is Jim.

SUE BAYLISS is an utterly cynical woman. Believing Joe has "pulled a fast one", she does not mind his awful crime, yet she dislikes Chris because his idealism, which she calls "phoney", makes Jim feel restless. She is an embittered, rather grasping woman, whose ambitions are material wealth and social acceptance. She does not at all understand the moral values which her husband shares with Chris.

GEORGE DEEVER is a soul-mate of Chris. When younger, he greatly admired him. In the war, like Chris, he has been decorated for bravery. He follows Chris in accepting that Steve is guilty. Now he reproaches Chris for (as he sees it) deceiving him. He is bitter because he has grown cynical about the ideals for which he sacrificed his own opportunities for happiness.

LYDIA LUBEY is a rather one-dimensional character: she is chiefly in the play to show what George and Chris (so far) have gone without. She is simple, warm and affectionate, rather a stereotype of femininity (she is confused by electrical appliances). Her meeting with George is painful to observe:

she has the happy home life which he has forfeited. We understand why George declines her well-meant but tactless invitation to see her babies.

FRANK LUBEY, unlike George, Larry, Chris and Jim, is a materialist. He lacks culture, education and real intelligence, but has made money in business, and has courted Lydia while the slightly younger men were fighting in the war. His dabbling in quack astrology (horoscopes) lends support to Kate's wild belief that Larry is still alive.

HOTS

Using Higher-Order Thinking Skills to answer questions on the Bagrut exam

1. Sue says that Ann is the female version of Chris. Do you agree? Explain
Thinking skill I chose: comparing and contrasting.
Answer: **On the one hand**, both Ann and Chris seem to be idealistic. Ann says that she could never marry Chris if his father had something to do with the crime. She also tells him in Act III to do what he must do with his father. **On the other hand**, Ann is willing to forget about what Joe has done in order to marry Chris. Chris, **however**, upon learning about Larry's suicide, wants to take his father to jail. So Ann and Chris are not really that **similar**.
2. Why does Keller say that he is willing to give Steve a good job when he gets out of jail?
Thinking skill I chose: uncovering motives.
Keller claims that he wants Chris and Ann to be happy and he doesn't want Steve's bitterness to come between them. However, what **motivates** him to say that is his fear that Steve may open the case. Also, by showing that he is willing to forgive his partner, he expects Chris to understand that family is the most important thing no matter what. So the real **reason** for saying this is that he thinks of himself.
3. How do Joe and Chris see the family business? Explain.
Thinking skill I chose: distinguishing different perspectives
Answer: Joe and Chris have **different perspectives/ attitudes** about the business. Joe sees the family business as a way to provide for his family, something that he can leave to his sons. He will do anything to keep the business alive, even at the expense of others. This is why he sent out the cracked cylinder heads that killed the pilots. **However**, Chris sees the business as a way to provide for his family, **but** he does not think money is the most important thing. He would be willing to give up the business for something that "inspires" him. He mainly stays at the business to make his father happy.
4. How has the war affected the lives of the Keller family? Relate to at least one character.
Thinking skill I chose: explaining cause and effect
Answer: Joe Keller was forced to choose between his business and endangering the lives of Air Force pilots. He chose his business over people's lives and caused the death of 21 pilots. **As a result**, his son Larry killed himself and he lost the respect of his other son, Chris. This **led** to his suicide.
5. Sue calls Chris a "phony idealist". Do you agree with her? Explain
Thinking skill I chose: explaining patterns
Answer: Yes, I agree that Chris is not a true idealist based on his **pattern of behavior** in the play. **First**, he tells other people that they should be better than they are, but he continues to work in the family business even though he

suspects that his father was responsible for the deaths of the pilots. **Second**, he tells Ann that he's going to make a fortune for her. This may show that money is also important to him. **Third**, before reading Larry's letter, he decides to move away and not do anything about his father. Clearly, he **repeats** the behavior which shows that he is not a true idealist.

6. **Is Jim satisfied with his life? Explain.**

Thinking skill I chose: inferring

Answer: No, I can **infer** that Jim is **probably** frustrated with his life. For example, he even left Sue to go work in research. So I can **assume** he would rather do something for the good of society than making money for his family. However, he has a family to support so he compromises his wishes for the family.

7. **What does Chris think about when he is away from the house? What conclusion does he reach?**

Thinking skill I chose: problem solving

Answer: Chris has a **dilemma**. He has to decide how to react to what he has learned about his father. He can **either** ignore what he knows and somehow go on with his life **or** he can turn his father in and make him pay for his crime. After **weighing his possibilities**, he chooses, at first, not to turn his father in because he understands that doing so will not bring back the dead soldiers. Instead, he decides to move away and break off his relations with his family and with Ann.

HOTS	Meaning	Vocabulary you can use
<i>Inferring</i>	Reading "between the lines" to understand information that is not presented directly. Drawing a conclusion from clues.	Infer, learn, conclude, read between the lines, assume, clue, hint, imply, probably, likely, unlikely, evidence, what are the consequences of this statement?
<i>Comparing and contrasting</i>	Finding what is similar/different between two or more things. Drawing conclusions based on these similarities and differences	like, similar, also, similarly, in the same way, likewise, again, compared to, both, have in common. unlike, in contrast with, different than, opposite, (comparative adjectives) on the contrary, however, although, yet, even though, still, nevertheless, regardless, despite, while, on the one hand...on the other hand.
<i>Explaining patterns</i>	Identifying and explaining different patterns of behavior in a text; Explaining why these patterns are important	repeat, repetition, repetitive, routine, order, notice, noticeable, significance, significant, similar, recur, rule, follow a pattern, pattern of behavior.
<i>Explaining</i>	Identifying reasons why things happen (the cause);	cause, effect, result, consequence, consequently, outcome, as a result of, therefore, if....then, in order to,

<i>cause and effect</i>	Identifying and describing the result (the effect) of actions and circumstances;	due to, because, thanks to, as a result (of), encourage, persuade, development, explanation, ___ leads to _____
<i>Distinguishing different perspectives</i>	Identifying different points of view in a text; Identifying different outlooks on life.	perspective, point of view, attitude, differences, outside, inside, looking from the side, opinion, reader, narrator, consider, identify, distinguish, tell the difference, however, on the one hand, on the other hand, outlook, standpoint, perception, side, angle.
<i>Problem Solving</i>	Identifying a problem/dilemma and its solution. Identifying a problem and suggesting a solution of your own based on what you know about the characters, events and circumstances.	find out, solve, answer, explain, difficulty, resolve, decipher, predicament, trouble, crisis, advantage / disadvantage, pros and cons, choice, dilemma, deal with, weighing possibilities.
<i>Uncovering Motives</i>	Identify motives that explain the character's behavior and support this with evidence from the text.	aim, intention, purpose, goal, cause, object, reason, psychological, motivation, motive, evidence, incentive, drive, behavior.

(questions and answers from the Bagrut tests including Summer 2015)

Read the quotes and answer the questions (a-e).

Kate to George: "You had big principles, Eagle Scouts the three of you; so now I got a tree, and this one (indicating Chris) when the weather gets bad he can't stand on his feet; and that big dope (pointing to Lydia's house) next door who never reads anything but Andy Gump has three children and his house paid off."

a. CIRCLE THE CORRECT ANSWER.

What "principle" is Kate talking about in this quotation?

- (1) Taking care of your own family first.
- (2) Fighting for something you believe in.
- (3) Working hard to reach your goals.
- (4) Giving your children a good education.

b. When Kate says "now I got a tree" she means that

ANSWER: ... her son Larry is missing and all she has is this tree planted in his memory. (5 points)

Kate to George: "You don't hate us, George, I know you, you can't fool me, I diapered you."

c. What is Kate trying to achieve in this conversation with George? Write about 40-50 words.

Answer: Kate is trying to remind George about his warm relationship with the Keller family when he was a child and that despite everything that happened he is still a friend of the family. She wants him to stay loyal to the Kellers and not cause trouble about the cylinder heads court case.

(10 points)

George: "I'd remember pneumonia. Especially if I got it just the day my partner was going to patch up cylinder heads. ... What happened that day, Joe?"

d. Why is this statement by George an important turning point in the play?

Make use of ONE of the thinking skills from the Appendix (ΠΡΟΒ) at the end of the test.

Possible thinking skills: **inferring**

Possible information that can be adapted according to the thinking skill chosen:

This statement is a turning point in the play.

- Until now the audience believed that Keller was innocent.
- We now understand why Keller didn't come into the factory that day.
- We now understand why Kate refuses to accept the fact that Larry is dead.
- George has proof that his father's story about the cylinder heads court case is true. He now knows that Keller was lying about the day the cylinders were repaired.
- We begin to understand Kate's motive for trying to make George forget what his father told him.
- We can now understand why Keller kept reminding George about the times Steve refused to take responsibility.

a. How does the family find out the truth about Larry's death? (5 points)

At the end of Act III Chris reads to Joe the letter Larry wrote to Ann during the war, in which he told her that he was going to kill himself by crashing his plane.

b. Why did Larry commit suicide? (5 points)

Larry committed suicide because he could not cope with the knowledge that his father had sent defective airplane parts to the Army. These defective parts caused planes to crash and killed 21 pilots.

c. Keller: "Sure, he was my son. But I think to him they were all my sons."

What does Keller mean by this statement about Larry? (10 points)

Joe understands what Larry was trying to tell him through his suicide, that not only do you have a responsibility to yourself and your family, but that you must also take responsibility for others. Joe should have considered the lives of the other boys to be as important as his own son's life. He should have understood that we are all part of society and we have responsibility to others.

d. (1) "Like father like son" is a popular saying, which means that a son is often similar to his father. Do you think this is true about Chris and his father? Explain. (10 points)

Possible thinking skills: Comparing and contrasting / Different perspectives

In some ways Chris is not at all like his father. Joe Keller is a practical man who has worked all his life to build a business and is even willing to commit a crime to save it. He believes that family is the only thing that matters. Chris, on the other hand, is an idealist who believes we also have a responsibility to others.

However, there are similarities between Joe and Chris. Both often "ignore what they gotta ignore": Joe ignores his involvement in the crime and Chris ignores, or denies, that his father might have committed a crime. In addition, Chris has accepted his father's belief that making money is the way a man shows love for his family.

e. Jim: "Money-money-money. You say it long enough it doesn't mean anything."

Discuss the role of money in the play from the perspective of TWO characters. (15 points)

The role of money is central to All My Sons. The idea of going from rags to riches is part of the American Dream and is one of the themes in the play. Joe Keller is proud that he is financially successful, that he has built up a successful business and that he has even managed to enlarge the business after the war. He says that he has done this so that his family will have everything it needs (i.e., Kate has a maid to help her at home) and he plans on leaving the business to Chris. Chris, however, has another view of money; he does not want money for its own sake; he is more idealistic. Jim and his wife Sue also have opposing views about money; Sue wants her husband to make as much money as possible, even to the extent of going to visit patients who are not ill in order to get fees, while Jim would be quite happy doing research and not earning so much. The play wants us to look at the role of chasing after money in life and see its destructive effect on ideals and human values.

Jim: "In a peculiar way, Frank is right – every man does have a star. The star of one's honesty. And you spend your life groping for it, but once it's out it never lights again."

a. What is Jim referring to in this quote? (5 points)

- (i) How Chris will deal with his father's crime.
- (ii) Chris's worries about his mother.
- (iii) Chris's decision to marry Ann.
- (iv) How Chris will react to Larry's letter.

b. Many characters do not tell the truth in this play. Mention ONE character who is lying and the lie he or she is telling.

Joe is lying by not admitting his guilt in the cylinder heads incident. // Mother is lying when she says that Keller was sick on the day the cylinder heads were sent. // Chris / Joe is lying when he doesn't tell Mother he believes Larry will never return. // Chris is lying to Ann when he tells her that the case has been forgotten by the neighbors. // Ann is lying when she does not reveal the truth about Larry's death. // Jim is lying by not telling Mother and Joe that he has known for a long time that Joe is guilty.

c. This play shows the destructive effects of dishonesty. Discuss this statement in relation to one of the main characters in the play. (10 points)

Joe: Joe's lie about the cylinder head incident has resulted in his son, Larry's, suicide. He has also ruined his relationship with Chris and put his wife in an impossible moral situation. Moreover, he betrayed his partner Steve Deever which led to Deever's imprisonment. In the end, his guilt drives him to commit suicide.

Chris: Chris is very upset by the news of his father's guilt. He hates himself for refusing to see the truth and feels he has no right to marry Ann because of his father's crimes. Chris will probably never overcome his sense of shame and guilt of how his inability to face the truth has ruined Ann's family and prevented his father from getting the punishment he deserves.

Mother: Mother must be a part of Keller's cover-up of the crime and lie in order to protect him and her family. This forces her to pretend that Larry is still alive or else for her it means that his father killed him, which is too much for her to deal with. As a result of this, she does not want Chris to marry the girl he loves.

George: George feels very guilty for never visiting his father in jail, because he believed Joe's lie that he was innocent and only Steve was guilty. George is determined to expose the truth now that he has finally gone to visit his father, but he will never be able to forgive himself for treating his father so cruelly and unjustly.

d. (1) Choose TWO characters with conflicting approaches to life. Describe their approaches. (10 points)

Possible thinking skills: **Comparing and contrasting / Different perspectives**

Keller / Chris: Keller's approach to life is a practical one: he will do whatever it takes to help his and his family's interests, even though his actions may not be moral. Chris, on the other hand, is an idealist and cannot accept his father's actions. He sees the bigger picture and refuses to harm others for his own benefit.

George / Frank: George is an idealist. He went to war in order to fight Hitler and was ready to sacrifice himself. Frank, on the other hand, managed to stay out of the army. He was always one year ahead of the draft and never volunteered. His attitude in life is to take care of himself first, to be practical.

Jim / Sue: Jim and his wife do not have the same values. Jim is not motivated by the desire to make money. Instead of being a regular doctor, he would rather do medical research, which pays less but would give him more satisfaction. On the other hand, his wife Sue is materialistic and pressures him into taking on additional patients.

e. In the play several characters face a conflict in which they are forced to choose between loyalty to their families, on one hand, and to themselves or their principles, on the other hand.

(1) Show how this conflict is reflected in TWO characters in the play. (7 points)

- Chris must choose between his loyalty to his father and his desire not to work in his father's business which "doesn't inspire him."
- Ann faces a conflict when she must decide whether to visit her father in jail. Despite the fact that he is her father, she rejects him completely and refuses to visit him in jail because of her anger and disgust at his actions in the cylinder heads case.
- George faces the same conflict as Ann.

- Jim must choose between his family responsibilities which call on him to make a good living for his wife and kids, and his desire to do medical research which pays much less but which is what he really wants to do in life.

- Once Chris finds out his father gave the order to send out the defective cylinder heads and was guilty after all, he must decide whether or not to turn his father in.

(2) What are the similarities and/or differences in the ways these two characters resolve their conflicts? (8 points)

- For years George and Ann cut off contact with their father. However, George's guilt over this causes him to eventually go visit his father in jail, but Ann wants to have nothing to do with her father. Even after she finds out that Joe is guilty and framed her father, she doesn't change her mind. Ann wants to get married and for her this is more important than loyalty to her father.

- Chris and Ann face the same conflict but solve it in completely different ways. Chris stays loyal to his father, while Ann rejects her father completely. Chris believes his father is innocent while Ann accepts the verdict of the court that her father was guilty.

- Chris, once he knows his father is guilty, is unable to live with this fact and eventually decides to turn his father in, while Ann, who finds out that her father was framed by Chris's father, is able to live with this fact and not go to the police. She wants to get married.

- For both Chris and Jim loyalty to family is the most important thing: Jim comes back from New Orleans to Sue and to his career as a medical doctor; Chris works in his father's business. The difference between them is that Chris would not work in his father's business if he knew his father was guilty, while Jim probably could. Jim is ready to make compromises but Chris is not.

11. Chris tells Joe that they made a terrible mistake with Mother by "being dishonest with her". How have they been dishonest? (5 points)

By not telling her they believe Larry is dead // They let her think that they also believe Larry is coming home.

12. George tells Chris: "**When you make suckers out of people once, you shouldn't try to do it twice.**"

What are the TWO times he is talking about? (5 points)

a. The first time is when Keller framed his father, Steve.

b. The second time would be if Chris married Annie.

13. In Act III Jim says to Mother: "**The compromise is always made.**"

According to the play, is compromise a necessary part of life? In your answer relate to ONE character in the play. (10 points)

Yes, compromise is a necessary part of life. You can't live just according to your ideals. Living involves difficult choices. Jim, for example, had no choice but to go back to Sue if he wanted to stay married. / Ann was forced to make a choice between Chris and her father at the end of the play and chose Chris. / Chris would have liked not to work in the family business but had to compromise in order to please his father. / Mother had to keep quiet about Joe's crime in order to protect him. The only one who didn't compromise was Larry, and he committed suicide.

Another possible answer can be:

No, compromise is not a necessary part of life. People compromise because they are weak, don't want to hurt the people they love or don't have the courage to do what is right or what they really want to do, but it doesn't have to be this way. Chris didn't have to work in his father's business. He paid a high price by feeling frustrated and unhappy in his job. / Jim could have stayed in New Orleans and left Sue, but chose to return to her and is a bitter, unhappy man / Mother could have turned Joe in but chose to protect him, but is troubled as a result. In fact, people pay a high price by compromising and would be better off not compromising.

Another possible answer can be:

This question can't be answered yes or no. It depends on the character in the play. Sometimes the character has to pay too high a price; sometimes the person has no choice. Mother, for example, had no choice but to compromise because she had to protect her husband. Chris, on the other hand, did not have to work in his father's business but didn't have the heart or the courage to stand up to his father. / Jim, on the other hand, did not have the courage or the heart to leave his wife although he probably should have, because going back to Sue has made him a bitter and unhappy man.

14. a. **Kate: "There's something bigger than the family to him."**

Joe: "Nothing is bigger."

Give ONE example of how Chris's behavior throughout the play reflects his struggle with these different beliefs.

Possible thinking skills: Distinguishing different perspectives/ Explaining cause and effect

Throughout the play Chris struggles between his loyalty to his father and his desire to do the right thing. He doesn't want to be in the family business but stays there because that's what his father wants. / He wants to marry Ann but doesn't do anything about it for a long time because this could hurt his mother. / After he finds out his father is guilty he wants to turn him in but can't bring himself to do it because it's his father.

15. Compare and contrast the attitudes of George Deever and Joe Keller to George's father, Steve. (15 points)

On the one hand, George and Joe Keller see Steve Deever very differently. We know that George, like his sister Ann, did not visit his father in jail because of the crime Steve had committed. Joe Keller is shocked by this; he believes Steve Deever made a mistake but is no criminal – "see it human, see it human" – and that his children must forgive him because he is their father. Family is the most important thing. For George, values, ideals, morality, are more important.

On the other hand, George and Joe see Steve in a similar way. George sees his father as a weak man who can't make decisions on his own ("that frightened mouse who never bought a shirt without having someone along"). Joe also sees Steve as a weak man who sent the cylinder heads because he couldn't deal with the pressure from the Army: "a little man....afraid of loud noises."

11. Sue says she does not want Ann and Chris to live near them after they marry because (–).

- (i) Chris and Jim have never been close friends
- (ii) Chris might influence Jim to go into research
- (iii) she is jealous of their relationship
- (iv) Ann's father, Steve, is a criminal

12. Why were Joe and Steve put in jail? (5 points)

Joe and Steve were put in jail because they were convicted of selling defective airplane parts to the army (which resulted in the deaths of 21 pilots.)

Deduct 60% if answer does not include mention of army, war and / or defective plane parts. Deduct 40% if answer refers to only one character.

13. George arrives at the Keller home wearing his father's hat. What is the significance of this? (10 points)

He is wearing his father's hat because his father asked him to wear it and he wants to show that he is standing up for his father.

- For over three years, since his father has been in jail, he hasn't spoken to his father. Now he has visited him, made his peace with him and he believes his father's version of the events.
- His father is a weak man with no voice of his own.

14. a. Chris says in Act III: "The cats in the alley are practical, the bums who ran away when we were fighting were practical. Only the dead ones weren't practical."

Can Chris be seen as a practical person? Explain.

(10 points)

a. *Possible thinking skills: Comparing and contrasting / Distinguishing different perspectives / Inferring / Explaining cause and effect / Explaining patterns / Problem solving*

Chris can be seen both as an idealistic and practical person. Pupils can choose either side or take some ideas from one side and some from the other.

Idealistic:

- He believes in certain ideals about people's responsibilities to others.
- He can't continue living in the Keller home once he finds out his father is guilty.
- After reading Larry's letter, he is willing to take his father to the police so that his father will pay for the crime he committed.

Practical:

- He works in his father's business, a business that was responsible for causing the death of 21 pilots even though somewhere he knows that his father might be guilty.
- When he finds out his father is guilty, he says that he wants to run away because he cannot face his father and it will serve no purpose to take him to jail.

Chris changes from being idealistic to being practical and then back to being an idealist again at the end.

Do not accept answers which only state that Chris is or isn't practical with no examples / explanations. Do not accept answers which misuse the meaning of 'practical'.

Do not accept answers which imply Chris is alive because he is practical.

15. Evaluate Ann's character in light of her behavior in Act III. (15 points)

Ann can be seen both as a positive and negative person. Pupils can choose either side or take some ideas from one side and some from the other.

- Ann is courageous, strong, determined, stubborn, loyal and finally honest in Act III.
- Throughout the play we see that she tries to do the right thing (including refusing to have any contact with her father because she believes he was guilty).
- Until Act III she tries to protect the Kellers from the truth about Larry.
- Only in Act III, when her happiness is in danger, does she put herself first (even though she knows how much the knowledge of the letter will hurt Kate).
- Love is the most important thing for her and in Act III it is her love for Chris that gives her the strength to stand up to Kate. Ann also is finally strong enough to say that she is going to be with Chris wherever he chooses to go.
- Ann is revealed as a hypocritical, selfish character in Act III. She shows that principles and ideals matter much less to her than her own happiness. Because she wants to get married, she is ready not to say anything about Joe's guilt and to let her father remain in jail, if Mother is ready to tell Chris that she "frees" him to marry Ann.
- In Act III we see that Ann is a moral but a practical person. She loves Chris and wants to get married; therefore, she makes a wise and practical deal with Mother to "release" Chris in return for Ann's silence on Joe's guilt.

16 Why does Mother [Kate] want Frank to make up Larry's horoscope in Act I ? (5 points)

She wants Frank to find out if the day Larry went missing is a favorable/lucky day for him (according to his horoscope) // to find out if it's possible that Larry is alive.

Answer must contain one of the following elements: proof that Larry is alive OR a favorable day.

17 In Act III, Ann wants to make a deal with Mother [Kate]. What deal does she want to make? (5 points)

She will not reveal what she now knows (that Keller is guilty in the cylinder heads case) if Mother agrees to her marriage with Chris / if Mother tells Chris she knows Larry is dead.

DO NOT ACCEPT if answer contains only one side of the deal (e.g. "Ann won't tell anyone the truth about Joe")

DO NOT ACCEPT if one side of the deal is correct but the other is incorrect (e.g. "The deal Ann wants to make is that she won't marry Chris if Kate will admit that Larry is dead")

18 What does Joe Keller mean when he says "a father is a father?" (10 points)

He means that a child should be loyal to his/her father no matter what the father has done. // He means that the connection between father and child is the strongest connection that there is. // He means that Ann should forgive her father no matter what he's done. // He means that he hopes Chris will forgive him if he ever finds out that Joe was responsible for sending out the defective cylinder heads.

Answer must relate to children's attitude towards their father and not to a father's attitude and responsibility towards his children. If relate only to father's attitude = 0.

If add father's attitude to a correct answer, deduct 20%.

19 a. At the end of the play Joe says: "... if Larry was alive he wouldn't act like this. He understood the way the world is made. He listened to me".

How has Joe misunderstood Larry? Explain. (10 points)

Possible thinking skills: **Comparing and Contrasting / Distinguishing different perspectives / Explaining cause and effect / Inferring**

Joe always thought that Larry was the practical son who understood that in business you can't always be ethical or honest. But Joe was wrong. Larry was not able to accept his father's lack of ethics and honesty and in fact killed himself because he couldn't accept this.

20 In the middle of Act II, Keller, Chris and Ann discuss Steve.

Keller: "... I like you and George to go to him in prison and tell him ... 'Dad, Joe wants to bring you

into the business when you get out'.

Ann: You'd have him as a partner?

Keller: No, no partner. A good job"...

a. Why does Joe say he wants to offer Steve a job when he gets out of jail? (7 points)

a. Joe says that he wants to offer Steve a job when he gets out of jail because he thinks if Steve comes out of jail angry and bitter he will make problems for Ann and Chris when they get married. // Joe says that he is doing it for Ann and Chris's future together. If he offers Steve a job, Steve will be less angry at the Kellers.

b. What other motive might Joe have that he does not admit to? (8 points)

- Joe is afraid that Steve will reveal the truth about Joe's guilt when he gets out of jail. If Joe gives him a job, Steve is more likely to keep quiet (because he will have something to lose).
- Joe feels guilty that he cheated Steve and is trying to make it up to him in some way by offering him a job.

21. ALL MY SONS / Arthur Miller - Bridging Text and Context

When the play *All My Sons* first opened after World War II in 1947, Americans admired the returning soldiers as heroes. There were also feelings of anger towards the civilian businessmen who had profited from the war effort. The businessmen themselves had deep feelings of guilt, especially the ones whose sons had fought and died during the war.

Make a connection between the above description and the play. Give information from the play to support your answer.

In *All My Sons*, the themes of guilt and money are very important. Joe Keller acts like he has no guilt about how he made his money, profiting from "the war effort." He justifies his financial success and says everything is worth it if it is for the family. On the other hand, Chris, who was a returning soldier, doesn't feel like a hero. He feels guilty that many of his fellow soldiers died in the war while his father made money. In the end, Joe realizes that making money for his family doesn't justify the deaths of the pilots, which is why he kills himself.

11. George says about Steve, "He's like that now. He'd like to take every man who made money in the war and put him up against a wall." How has Steve changed?

- (i) He now understands what they did wrong during the war.
- (ii) He knows that he shouldn't blame Keller.
- (iii) He is sorry he didn't make more money during the war.
- (iv) He wants to go back to work in the factory.

12. Joe Keller says that Steve Deever is "a little man." Give ONE example that Joe gives to prove this. Steve sent out the cylinder heads / covered the cracks in the cylinder heads because he could not say no to the army. // Steve blamed Frank for the oil stocks that lost money. // Steve wouldn't admit that the fire in the shop was his fault. // Steve was afraid of loud voices.

13. Kate says about George: "All these years he never even sent a postcard to Steve... Suddenly he takes an airplane from New York to see him." What is she worried about?

Kate is worried that George has discovered the truth about what really happened on the day the cracked cylinder heads were shipped and that he will want to re-open the case. This will force her and Joe to admit that Joe is guilty. She is mostly afraid that if the truth is known, this will mean that Joe is responsible for Larry's death.

14. a. Chris: "Tell me, George. What happened? The court record was good enough for you all these years, why isn't it good now? Why did you believe it all these years?"

George: "Because you believed it... That's the truth, Chris."

What does the above quote tell us about the relationship between Chris and George?

Possible thinking skills: Explaining patterns / Explaining cause and effect / Inferring

This quote tells us that in the past George respected Chris. He admired Chris' idealism and honesty so much that if Chris believed that Steve was guilty and Joe was innocent then this must be the truth.

15. Keller: "A daughter is a daughter, and a father is a father." a. What does Keller mean by this?

Keller means that nothing is more important than family and that one's family and their needs always come first. He wants Ann to understand that her father (and brother) should be more important to her than Chris and that she should be as loyal to him as he has been to his family even though, as in Joe's case, it meant doing something very wrong.

b. Compare this view to that of George and Ann towards their father, Steve.

After the court case, George accepted the verdict and didn't even try to listen to his father's side of the story. He refused to have contact with his father. When Ann heard about Larry's death she stopped writing and visiting her father. She was unable to forgive him for shipping out the cracked cylinder heads. George and Ann behaved differently from Joe Keller. For Joe, love and loyalty to family was the most important thing and he expected his family to support him even if he was guilty.

11. At the beginning of the play, Kate says, "... everything decided to happen at the same time."

Which of the following happened?

(i) Steve got out of jail.

(ii) Jim went to New Orleans.

(iii) Larry's tree blew down.

(iv) Joe sold the business.

12. Ann has come to visit because she wants (-).

(i) to see her father

(ii) to move back into her old house

(iii) to find out the truth about Larry

(iv) to marry Chris

13. Before George arrives, Joe says to Ann, "... why should he [George] knock himself out in New York with that cut-throat competition, when I got so many friends here; I'm very friendly with some big lawyers in town."

Why did Joe say this? Give information from the play to support your answer.

Joe is worried that George is coming to reopen the case against him for sending the damaged cylinder heads, and he wants to stop him from doing it by helping him find a job.

Supporting details: When Joe is sleeping, Kate says that's what he does when he's worried. / He also tells Ann and Chris that he wants to offer Steve a job in his plant. This is another example of how he wants to buy the Deever family's silence. / George has just been to see Steve in prison.

Joe feels guilty about how he has betrayed the Deever family and he wants to make it up to them.

Supporting detail: He also offers to give Steve a job in his plant.

Accept if a correct answer does not include explicit information from the text.

For example:

Joe mentions that he has so many friends to show that he is accepted by his neighbors, and that nobody blames him. The idea of George reopening the case will not be well received.

The fact that "big lawyers" in town would represent him implies that George will not be able to compete with them in a new trial.

14. a. After George arrives, Mother says, "**Honest to God, it breaks my heart to see what happened to all the children.**" Relate this quote to at least ONE of the following characters: Chris, George or Ann. Give information from the play to support your answer.

Possible thinking skills: Explaining cause and effect

Chris has not been able to get on with his life since the war.

Supporting details: He still lives at home with his parents. / He is still working in his father's business although he doesn't want to be there.

Chris has not been able to recover from his war experience.

Supporting details: He still suffers from physical and emotional wounds. He cannot forget the soldiers who died and feels guilty about enjoying the life he has. / He has not married but has been waiting all the time for Ann. / His body hurts when the weather changes.

OR:

Ann has not been able to get on with her life since Larry went missing in the war. *Supporting details:*

Although she knows that Larry is dead she could not marry till now even though she has had the chance. She wants to marry Chris but she must first deal with Larry's death. She knows how Larry died but till now has felt she could not tell anyone.

Ann's relationship with her father has been destroyed.

Supporting detail: She refuses to have anything to do with him.

OR:

George has not found his way since he was wounded during the war.

Supporting details: Although he used his time in hospital to study law, he is not working yet. / He cannot accept that his father is the only one who was found guilty of selling damaged parts to the army. / He has not married. / He looks old and angry.

George knows that his father is guilty, but he is convinced that Keller is guilty too. He feels that the Keller family has already ruined his family's life and he doesn't want them to take Ann from them, as well.

Supporting detail: He has come to take Ann home from the Kellers' home.

15. a. Compare and contrast Joe's view of Chris with Joe's view of Larry.

Joe believed that Larry was practical, and that he understood the importance of money and the business. On the other hand, Joe's opinion of Chris is that he is too idealistic / naive / spoiled and has no idea about business / money.

b. How is Joe mistaken in his view of either Larry or Chris? Give information from the play to support your answer.

We can see how Joe misjudged Larry when we learn that in fact Larry killed himself when he heard about the sale of the damaged cylinder heads to the army. He couldn't live with the fact that his father was ready to sacrifice others in order to keep his business.

We can see how Joe misjudged Chris, when, at the end of the play, Chris is ready to compromise and not make Joe go to jail to pay for his crime.

6. The tree is important for the play because (–).

(i) it was planted in Larry's memory

(ii) it had been in the yard for years

(iii) it was planted by Chris

(iv) Kate asked her family to plant it

7. Why has Ann come to visit the Kellers?

She wants to marry Chris. // Because Chris invited her. // She loves Chris and wants to see if he feels the same way about her.

8. In Act I, Chris says to his parents, "... **We're like at a railroad station waiting for a train that never comes in.**"

What does Chris mean by this? Give information from the play about TWO characters to support your answer.

He means that all of the characters have not moved forward with their lives because they are waiting for Larry, but Larry will never come home.

Chris believes that Larry is dead, but **Kate** won't admit this, and won't let him marry Ann. // **Chris** has been unable to express his true feelings for **Ann** until now.

Ann wants to marry **Chris**, but can't until **Kate** accepts Larry's death.

Kate will not accept the fact that Larry won't return and won't let **Chris** marry **Ann**.

Kate has been expecting Larry to return. She has been washing his clothes and polishing his shoes hoping he will come home. **Kate** has been scanning the newspaper for stories of missing soldiers returning.

Joe doesn't challenge **Kate's** belief that Larry will return, stopping **Chris** from marrying **Ann**.

9. How do Chris's values change from the beginning to the end of the play?

Give information from the play to support your answer

At the beginning of the play, Chris is still an idealist.

Supporting information: He thinks people should be better in order to deserve the sacrifice made by others during the war. // He still believes that his father is someone to admire because he is innocent of the crime he was accused of. // He feels guilty about being alive.

At the end of the play, after Chris finds out the truth about both Joe and Larry, Chris says of himself that he has become practical.

Supporting information: He believes less in people. // He would rather leave and not face Joe than make Joe go to jail.

At the beginning, Chris claims to be idealistic but he isn't really.

Supporting information: He works in his father's business which earned money in the war. // He suspects his father is guilty of the crime (and says so), yet he does nothing. // At the end, after reading Larry's letter, he becomes truly idealistic.

Supporting information: He wants to turn his father in.

Chris's values have not really changed, he is idealistic throughout the play.

Supporting information: At the beginning of the play, we see that he was a true idealist, who looked for meaning in the deaths of his soldiers, and who felt uncomfortable about taking money from his father's plant because he felt there was "blood" on it. // He doesn't want his name on the plant because he feels there is something ethically wrong about the way his father has made his money, from the deaths of soldiers.

At the end of the play, once he finds out that his brother has committed suicide because of his father's misdeeds, he decides he must turn him in.

* Answer must relate to Chris's values at both the beginning and the end of the play.

10. For this question use ONE of the thinking skills from the Appendix.

Money is a central theme in the play. Discuss this theme as it relates to ONE of the following characters: Joe, Sue, Jim. Give information from the play to support your answer.

Possible thinking skill: Explaining cause and effect / Explaining patterns

Joe: Explaining cause and effect:

Because money is the most important value for Joe, it has caused him to break the law with terrible results.

Supporting information: Throughout the play we see that he will do anything to save his business and the money that it brings to him and his family. He is willing to ship out defective cylinder heads, bring about the deaths of 21 pilots, lie about it and even let his partner, Steve, go to jail for the crime. The effect on him is that he loses the respect of his family and in the end commits suicide. Money is important to Joe because family is important to him. He did whatever he had to do during the war in order to earn money for his family.

Supporting information: He approved the sale of defective cylinder heads.

Explaining patterns:

Money is very important to Joe, therefore, he has a pattern of behavior that is dishonest and immoral. Everything he does is in order to make money.

Supporting information: He sends cracked cylinder heads to the air force. // He lies to protect himself, allowing Steve to go to prison. // He allows himself to believe that he had no part in his son's death.

Sue: Explaining cause and effect: Money is very important to Sue and as a result she is willing to make her husband give up on his ideals. This has a negative effect on her relationship with Jim.

Supporting information: Sue convinces Jim not to do research and work as a doctor visiting people who are not really sick. // She and Jim argue all the time.

Sue is jealous of the fact that the Kellers have money. As a result, she is disappointed with her own life.

Supporting information: She resents that the Kellers have managed to fool everyone and keep the dirty money Joe made during the war.

Sue resents Chris because he makes her husband want to be an idealist. As a result, she tries to keep Jim away from Chris.

Supporting information: Sue says that Chris makes people want to be better than it's possible to be.

Jim: Explaining cause and effect: For Jim, money is not the most important thing. He would rather do something for humanity. But he is forced to compromise **because** of his wife.

Supporting information: Jim went to New Orleans for two months and lived on bananas and milk and studied a certain disease but Sue came and cried and so he went back and ever since then he has compromised and done what she wants.

11. a. In Act I, Kate says, "There's no jail here! I want you to stop that jail business!"

Why doesn't Kate want Joe to talk about jail? Give information from the play to support your answer. (7 points)

a. Kate doesn't want Joe to talk about jail because she knows he is guilty of selling defective plane parts.

Supporting information: Joe managed to get out of jail, while Steve, his partner, is still paying for their crime.

Kate does not want people to be reminded of the crime.

Supporting information: She is afraid someone, like George, who is now a lawyer, may reopen the case.

b. "Kid, walkin' down the street that day I was guilty as hell. Except I wasn't, and there was a court paper in my pocket to prove I wasn't..."

What can we infer about Joe from this behavior? Give information from the play to support your answer. (8 points)

b. We can infer that Joe is not an honest, moral person.

Supporting information: He is a person who can lie to himself and pretend the case of the cylinder heads had nothing to do with him. // He thinks that if he talks about the court paper people will believe he is innocent. // He can persuade himself of anything. // He doesn't really understand the meaning of his actions. // He has convinced himself that he is innocent.

Supporting information: He is shocked that anyone could imply that he is a murderer. // He thinks he did something for the sake of his family and so he can't be guilty, since his family is more important than anything.

11. Name ONE thing Kate does to make George feel at home when he comes to visit.

She calls him Georgie. // She makes (grape) juice for him (as she did when he was a boy). // She reminds him how the whole neighborhood came to help when he was born. // She cups his face in her hands. // She touches his hair. // She offers to make him a sandwich / wants to feed him. // She reminds him of the good old past. // She reminds him of her love for him. // She says they are all in the same boat. // She is going to find a girl for him to go out with.

12. How has George's attitude towards the Kellers changed since he visited his father?

He blames them for the fact that his father is in jail / for putting the blame for the cylinder crime on his father. // He believes Keller is guilty of the crime. // He believes the Kellers destroyed his family. // He doesn't want his sister to marry Chris. // He now believes his father's version of the story. // He now hates the Kellers. // He no longer looks up to Chris.

13. Jim: "I've only met you, Ann, but if I may offer you a piece of advice – When you marry, never – even in your mind – never count your husband's money."

What can we understand about Jim's relationship with his wife Sue from the above quote? Give information from the play to support your answer.

The problem with Jim's relationship with Sue is their different views on the importance of money. Jim doesn't care about money but for Sue it is very important, more important than Jim's happiness. // There is a lot of tension in their marriage due to money. // Jim feels that Sue has made him give up his dream / has made him compromise and work for money rather than do what he really wants.

Supporting information: Jim would like to do research, even though it doesn't pay well, in order to help others / humanity. Sue, on the other hand, feels that Jim must make money for her even if he is unhappy because she supported him when he was studying. // Sue tells Jim to go visit people who aren't sick because she wants him to make a lot of money.

14. Jim: "Frank is right – every man does have a star. The star of one's honesty... He probably just wanted to be alone to watch his star go out."

Mother: "Just as long as he comes back."

Jim: "I wish he wouldn't."

Why does Jim wish Chris wouldn't come back? Give information from the play to support your answer.

Jim has always admired Chris, because he has ideals. The fact that Chris is willing to compromise his ideals and come back to the Keller house in the end disappoints Jim.

Supporting information: Chris thought that people should be better out of respect for the soldiers who died during WWII. // When Chris finds out that Keller is guilty of shipping damaged cylinder

heads to the army, he thinks his father should go to jail. When he realizes that this won't change anything, he is ready to compromise.

Jim wishes he had the moral strength to fight for his own ideals and he likes Chris and wants him to be able to stay idealistic.

Supporting information: He wanted to go into research but compromised and came home.

15. For this question, use ONE of the thinking skills from the Appendix

In Act I Kate says "**it was too soon to plant a tree for him** [Larry]."

Why do Kate and Chris disagree about this? Give information from the play to support your answer.

Comparing and contrasting / Distinguishing different perspectives

We can compare how Kate and Chris relate to the tree. / We can see that Kate and Chris relate to the tree from different perspectives.

Kate is not ready to accept the fact that Larry is dead. Since the tree is meant to be a memorial for Larry, Kate sees it as accepting he is dead. Chris, on the other hand, believes that Larry is dead, and since he wants to get on with his life he thinks that planting a tree in memory of Larry was the right thing to do.

Supporting information: Larry's body was never found, and so there is no actual proof he is dead. // Kate has been cleaning Larry's room and shining his shoes. // Chris wants to marry Ann and he can't until his family accepts that Larry is dead.

16. a. At the end of Act II Chris says to Keller: "**I was dying every day and you [Joe] were killing my boys and you did it for me?**"

What does Chris want his father to understand?

a. Chris wants Keller to understand that there are things that are more important than money and even family. Keller wasn't able to see beyond the needs of his own family. Even though Chris didn't serve in the air force, and his soldiers were not pilots, to Chris all of the soldiers who fought were equal. // Chris does not agree with Joe that if you do something for the family, it is justified. The pilots Joe killed could just as easily have been Chris and his soldiers. // Chris wants his father to understand that he is responsible for all men, they are all his sons. He wants him to see that he didn't just kill 21 strangers but also, symbolically, Chris's men.

b. When Chris realizes that his father has committed suicide, he says "**Mother, I didn't mean to –**" Mother answers, "**Don't dear. Don't take it on yourself. Forget now. Live.**"

How has Kate's perspective changed at the end of the play? Give information from the play to support your answer.

b. As long as Kate could believe that Larry might still be alive, she tried to keep Chris from going on with his life. After Annie shows them Larry's letter and Keller kills himself, she can no longer save Keller and so wants Chris to put the past behind him and go on living. // Kate's perspective hasn't changed. She has always cared only about taking care of / protecting her family and since Chris is now the only family member she has left, her concern is focused on him.

11. Why is it important for Frank to prove that November 25th was a favorable day for Larry? It was the day (–).

- (i) he was going to marry Ann
- (ii) he was born
- (iii) he was reported missing
- (iv) he joined the army

12. At the beginning of Act III, Jim says to Mother, "**Don't be afraid, Kate, I know. I've always known.**" Jim has always known that (–).

- (i) Chris wants to marry Ann
- (ii) Larry died in the war
- (iii) Joe is guilty of the crime
- (iv) Kate dreams about Larry

13. In Act I, Chris says to Joe, "**You have such a talent for ignoring things.**" Joe answers, "**I ignore what I gotta ignore.**" Why does Joe need to ignore things? Give information from the play to support your answer.

Joe needs to ignore things because he can't admit that he has done terrible things. - " because he doesn't want to deal with the results of his actions. -That is his way of running away from his actions.
-He ignores things because if he doesn't, it will destroy his family.
-He is afraid of the reactions of others if he doesn't ignore things.
-Because he can't deal with problems.

Support: He would have to: -deal with the fact that money was more important to him than people's lives/ -deal with / argue with Kate about Larry.

-deal with the fact that he and Kate have to live a lie.
-admit that he is guilty of a crime / of killing 21 pilots.
-admit that only Steve went to jail for the crime that they both committed.

Joe can't deal with hard reality. When things get unpleasant he escapes, avoids dealing with them by ignoring them.

Support: He goes to sleep every time something unpleasant arises. Kate actually tells him to go to sleep so as not to have to face things.

-He doesn't read the news.
-He lives in a house cut off from harsh reality by a wall of poplars. He needs for things to be "nice". It's his way of surviving.

14. What is the conflict between the Deever and Keller families in the play?

Give information from the play to support your answer.

The conflict between the Deever and the Keller families is connected to:

-the fact that Joe destroyed the Deever family by blaming Steve for the cylinder head crime.
-whether Keller will take responsibility for the cylinder head case.

Support: George learned from his father that Keller was guilty of the cylinder head case.

-Joe blamed Steve for shipping the cracked cylinder heads even though he was guilty because he said over the phone that he would take responsibility.

The conflict is about whether Ann and Chris should marry.

Support: Kate doesn't want Ann to marry Chris because that would be admitting that Larry is dead.

-George doesn't want Ann to marry into the Keller family because they have destroyed his family.

15. For this question, choose ONE of the thinking skills from the Appendix (ΠΡΟΙ)) on page 16 OR any thinking skill studied in class. Use this thinking skill when answering the question. (10 points for the content of the answer, 5 points for the correct use of the thinking skill)

Each female character in the play has an important role. Choose ONE of the following characters and discuss her role: Kate, Ann, Sue. Give information from the play to support your answer.

Kate: I can infer from Kate's behavior in the play that her role is to be a strong mother figure / to protect her family at all cost.

Support: -She knows Joe is guilty but is willing to sacrifice the Deever family for her own.

-She is willing to prevent Ann from marrying Chris in order to keep the lie alive that Larry is coming back.

- " " "to keep Joe from becoming too comfortable.

- " " " to keep Joe from letting his guard down.

-She acts like a mother to everyone. // -She makes grape juice for George.

-She calls George "Georgie". // -She offers to find a date for George.

-She asks Frank to write a horoscope to prove that Larry is alive. // -She tries to get Ann to leave.

-She lies about Joe being sick on the day the cylinders were sent. // -She's called MOTHER.

-She warns more than once to be careful. // -She wants Joe to stop playing the 'jail' game with Bert.

-At the very end she tells Chris to live, she now has to take care of him since he is the only one left.

I can infer from her behavior that Kate's role is to keep the truth hidden.

Support: She lies about Joe being sick.

I can infer from Kate's slip of the tongue that her role is to reveal the truth about Joe.

Support: She says that Joe has never been sick a day in his life.

Explaining Patterns

Kate's role is to add tension / drama to the play. We see a pattern of that in the play.

Support: -She is against Chris and Ann's marriage.

-She disagrees with everyone and strongly believes that Larry is alive.

-She reveals that Joe is guilty when she says that he was never sick.

Sue

I can infer that Sue's role is to represent the average person of her generation who thinks that material things are more important than principles / real achievements. She forces her husband to work to get these things for her.

Support: She makes her husband stop doing research.

-She says that she worked while Jim was studying and now he must support her.

She wants Jim to treat a patient who isn't really sick.

-She wants Chris to move away because he has a bad effect on Jim. He might convince him to go into research where he won't make much money.

From Sue's conversation with Ann, I can infer that her role is to represent how the neighbors view Joe and the crime.

Support: -She says that everyone knows that Joe pulled a fast one, yet she also says that she admires him.

I can infer that Sue represents a wife who has nothing in common with her husband. She shows us what a bad marriage is.

Support: She is jealous. / She counts his money. / Kate says they have nothing in common. / She doesn't let him do what he really loves. / She doesn't like him befriending Chris

Ann

I can infer that Ann's role is to expose the truth of the situation in the Keller family. She does this for her own good. She wants to marry Chris.

Support: She shows the Keller family Larry's letter that explains how he died / that he committed suicide.

I can infer that Ann represents the 'loot' that was won from the war.

Support: She tells Chris that it's ok to enjoy the money that was made out of the war because it was earned fairly.

I can infer that Ann's role is to show us how even a non-compromiser, an idealist, can change and become practical when her own happiness is at stake.

Support: She cares only about the truth and justice / she didn't speak to her own father, but at the end she is willing to forget Keller's crime so as to have a life with Chris.

Explaining cause and effect

Ann adds tension to the play. Before Ann came, life in the Keller home was happy and relaxed. Ann's visit causes a lot of tension in the home.

Support: -She and Chris want to marry and mother opposes it.

-She shows the Keller family the letter.

-George comes because of her visit.

16. a. At the end of Act I, Kate says, "**Be smart now, Joe. The boy is coming. Be smart.**" What can we infer from this quote? Give information from the play to support your answer.

We can infer that Kate is worried Joe will do or say something when George comes to visit that will reveal that Joe is guilty.

-We can infer that Kate knows that Joe is guilty.

-They are hiding something and they are afraid George will reveal it.

-We can infer that she is worried that George will reopen the case.

Support: George is coming to see them after visiting his father in jail. He has never visited his father before because he believed he was guilty.

-George is a lawyer and Kate is afraid he has information that might show that Joe is guilty.

b. How does the phone call from George at the end of Act I influence Keller's behavior towards Chris? Give information from the play to support your answer.

Keller is worried that George will tell the truth about him. Therefore, he tries to make sure Chris is on his side. / tries to solidify Chris's place in the business.

Support: He tells Chris that the money is clean.

-He tells Chris that he will build him and Ann a big (stone) house.

-He says he'll put Chris' name on the factory.

-He tells Chris that he'll help convince Kate that he and Ann get married.

He starts to doubt Chris's judgment when it comes to Ann.

Support: He says to Chris: "You think you know her pretty good?" and he tries to convince Chris that she may have been sent to the Keller's house to find out something.

He tries to convince Chris of the importance of supporting family no matter what.

Support: He yells to Chris: "A father is a father!"

9. At the beginning of the play, how does Ann feel about her father?

i) She is sorry for him.

ii) She respects his opinion

iii) She blames him for the crime.

iv) She is afraid of him.

10: Why does George come to see the Kellers?

He wants to stop Ann from marrying Chris. to take Ann home. to confront Keller.

-He wants to reveal / find out what really happened on the day the cylinder heads were shipped out.

-Because he now believes his father's version.-He is angry at Keller.

- He comes to see the Kellers because he heard his father's version of the case.

11: Sue says to Ann, "*I resent living next to the Holy Family.*" What does she mean by this?

Give information from the story to **support** your answer.

-Sue is saying that the Kellers pretend to be a perfect family.

-Sue thinks that Chris' idealism is phony.

-Sue resents how Chris influences her husband while he himself compromises.

-She resents the fact that Chris wants everyone to be better than it's possible to be while he himself compromises.

-The neighbors treat the Kellers as "holy" when they're not / as better people than they really are.

-She resents the Kellers' popularity in the neighborhood.

SD: -The Kellers are hiding Joe's crime.

-Sue tells Ann that everyone thinks that Joe is guilty.

-Chris is working for his father even though he suspects that Joe is guilty.

-People are always willing to do things for the Kellers.

The Keller home is the meeting place for the neighbors.

-Chris encourages her husband, Jim, to do research.

12: Explain the TWO different ways that people relate to the connection between war and money in the play. Give information from the story to **support** your answer.

-The play tells us that some people care more about making money from the war than about other people. They will do almost anything to make money. They ignore the effects of their actions on themselves and on the people around them.

SD: Keller sent out cracked cylinder heads which caused the death of 21 pilots.

-Keller let his partner, Steve, go to jail instead of him.

-Keller destroyed the Deever family.

-Some people feel that making money out of the war was the norm and / or viewed war as an opportunity to profit. SD: Joe says "Half the country is gotta' go if I go."

AND

-The play tells us that some people believe that principles are more important than making money for their own family. Therefore, making money out of a war is not always justifiable. For example, Larry would not compromise his principles.

SD: Larry committed suicide when he discovered that Keller had caused the deaths of 21 pilots.

-At the end of the play, Chris wanted to turn his father in to the police for his crime.

-Chris feels it is wrong to take money out of the war unless you have become a better person. SD: He feels bad about having the car, the refrigerator.

13. Chris says, "*This is the land of the great big dogs, you don't love a man here, you eat him!*" What does this quote tell us about how Chris has changed during the play? Give information from the story to **support** your answer.

Distinguishing different perspectives:

At the beginning of the play Chris was shocked by people's behavior when he came back from the war. Chris talks about the responsibility that his soldiers had for each other. He believes that people should try to be better and live by their ideas. However, at the end, after he realizes the truth about his father, his perspective changes and he comes to the conclusion that everyone only cares for themselves and the only way to survive is for him to worry about himself.

Supporting Details (SD): People went on with their lives / bought refrigerators / opened a bank book / drive a new car

-People go back to the rat race.

-People saw the war as a kind of a bus accident.

-One of his soldiers gave him his last pair of socks.

-His soldiers were willing to die for each other. ("...a little more selfish and they'd have been here today.")

-Chris says he's practical now / the world is like a zoo.

-Chris is willing to leave home / let his father not be punished for his crime.

Comparing and contrasting: Chris never really changes. His attitude is the same throughout the play. We suspect (as Sue says) that he knew the truth all along and preferred to ignore it. That's why he didn't want his name on the factory. In other words, he was a practical, compromising person at the beginning of the play and he is now, when he sees no reason to turn his father in because it will change nothing in the world and will not raise the dead.