Please join Remind (Text @3litrot to 81010) 🡪 Remind is the best way to reach me

***To submit assignments:*** Join Turnitin 🡪 **Class ID:** 24388087 **Enrollment Key:** mj2020

Additional info will appear on my blog: <msjohnsonlit.weebly.com/ib-12th-lit>

**1.** I have built in time to make these due dates flexible for you. Remember that you are not required to submit any assignments if you are content with your grade, but you must submit analysis questions by the deadlines listed if you want to receive credit.

**2. Remember I cannot add a grade to Synergy unless it improves your class grade.** That means that you must put forth the effort to advance your grade. If you do not perform well on assignments, I cannot put a grade in Synergy even though you spent time doing the work.

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| --- | --- |
| **A DAY** | **B DAY** |
| **4/14** Read Act I, answer analysis questions below  **See introductory slides here:** [**bit.ly/p\_intro**](bit.ly/p_intro) | **4/13** Read Act I, answer analysis questions below  **See introductory slides here:** [**bit.ly/p\_intro**](bit.ly/p_intro) |
| **4/16** ZOOM MEETING 10:30-11:00 AM (optional)  **During Zoom meetings, you can pop in to ask me questions about the reading/analysis questions or intriguing existential topics. Meeting link will be shared via Remind & my blog.** | **4/16** ZOOM MEETING 10:30-11:00 AM (optional)  **During Zoom meetings, you can pop in to ask me questions about the reading/analysis questions or intriguing existential topics. Meeting link will be shared via Remind & my blog.** |
| **4/20** Submit Act I analysis question responses on Turnitin by 11:59 (see questions below) | **4/20** Submit Act I analysis question responses on Turnitin by 11:59 (see questions below) |
| **4/22** Read Act II, answer analysis questions below | **4/21** Read Act II, answer analysis questions below |
| **4/24** ZOOM MEETING 10:30-11:00 AM (optional)  **During Zoom meetings, you can pop in to ask me questions about the reading/analysis questions or intriguing existential topics. Meeting link will be shared via Remind & my blog.** | **4/24** ZOOM MEETING 10:30-11:00 AM (optional)  **During Zoom meetings, you can pop in to ask me questions about the reading/analysis questions or intriguing existential topics. Meeting link will be shared via Remind & my blog.** |
| **4/28** Submit Act II analysis question responses on Turnitin by 11:59 (see questions below) | **4/28** Submit Act II analysis question responses on Turnitin by 11:59 (see questions below) |
| **I will have grades updated by 4/30 so you can decide if you want to take the unit test**  **Test Due Sunday 5/3 by 11:59 PM on Turnitin.com**  **Instructions to the test:** [**bit.ly/piano\_test**](http://bit.ly/piano_test) | |
| **SWITCH BACK TO ORIGINAL CLASSES**  We will keep you updated on plans going forward | |

**See analysis questions for each Act on the following page.**

***The Piano Lesson* Act I Questions**

*You are welcome to answer these in bullet form, but make sure you are referencing specific details from the text and/or citing quotes. Once you finish, submit responses on Turnitin.*

1. Bereniece and Boy Willie have different opinions about what to do with the piano. Looking deeper into the reasons they give on pp. 50-52 & throughout Act I, what are the fundamental differences? With whose view do you agree & why?

2. There are some elements which pop up multiple times in the play thus far. Choose two of the following (feel free to choose something not on the list if you want) & discuss their purpose in the play. What are we supposed to get from their appearance in the play?

* The truck & the watermelons
* Alcohol
* Music
* Ghosts

3. While this is a play about a dispute between two siblings, Berniece and Boy Willie, we also see another pair of siblings: Doaker and Wining Boy. What do we learn about Doaker & Wining Boy, and what seems to be their function in the play?

4. What are some parallels you can draw between the play thus far & one of the other plays you’ve read this semester?

***The Piano Lesson* Act II Questions**

*You are welcome to answer these in bullet form, but make sure you are referencing specific details from the text and/or citing quotes. Once you finish, submit responses on Turnitin.*

**1.** To help you understand the ending of the play, read up on griots at this link: [bit.ly/griot\_pl](http://bit.ly/griot_pl)

After reading, in what ways can Berniece be seen as a griot, and why is it important to see her attempt to expel Sutter’s ghost juxtaposed with Avery’s attempt? What is Wilson trying to highlight for readers/viewers?

**2.** What are we to make of Boy Willie’s closing lines? Why has he so suddenly changed his tune, and is he a ghost that’s been expelled as well?

**3.** The Penumbra Theatre has noted, “What Wilson’s purgatory ultimately demonstrates is that his characters have always had their freedom. As long as they could step outside of the morally toxic environment in which they were bound, they were free. It is only the American system of capitalism that abstracted their choice into bondage. Fugitive status within a corrupt system leads to moral autonomy, and this is absolute freedom.”

To what extent is this a story about people who are stepping “outside of the morally toxic environment in which they were bound,” and what do the characters gain in this process? Talk about at least two characters, only one of whom can be Berniece or Boy Willie.