A View From The Bridge
<table>
<thead>
<tr>
<th>Section</th>
<th>If amber, why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Introduction to Eddie’s character – positive + negative aspects</td>
<td></td>
</tr>
<tr>
<td>1b Introduction to theme of Loyalty – early in action</td>
<td></td>
</tr>
<tr>
<td>2a Development of Eddie’s character – more negative aspects revealed</td>
<td></td>
</tr>
<tr>
<td>2b Development of theme of Loyalty</td>
<td></td>
</tr>
<tr>
<td>3a Crisis in Eddie’s character – negative emotions + actions</td>
<td></td>
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<td>3b Crisis in theme of Loyalty – ending inevitable</td>
<td></td>
</tr>
<tr>
<td>4 Key Scene – 74 – 77 – climax in theme – character makes an accusation against another character</td>
<td></td>
</tr>
<tr>
<td>5a Resolution of Eddie’s character – Eddie’s inability to accept his own circumstances</td>
<td></td>
</tr>
<tr>
<td>5b Resolution of theme of Loyalty</td>
<td></td>
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<td>10. final task: writing critical essay</td>
<td></td>
</tr>
</tbody>
</table>

Understood Everything | understood some things | understood nothing
<table>
<thead>
<tr>
<th>1A – Revelation of the Theme of Loyalty to a Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the theme is established early in the action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2A – Development of Eddie’s character</th>
</tr>
</thead>
<tbody>
<tr>
<td>How more negative aspects of Eddie’s character emerge towards the end of Act 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2B – Development of the Theme of Loyalty to a Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the theme is developed through the action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3A – Crisis point in the play – Eddie’s character</th>
</tr>
</thead>
<tbody>
<tr>
<td>How negative aspects of Eddie’s character are affecting his role within the family at the beginning of Act 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3B – Crisis in the Theme of Loyalty to a Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme further developed through action and how tension shows theme approaching climax</td>
</tr>
</tbody>
</table>
### 5A – Resolution of Eddie’s complex character

How negative aspects of Eddie’s character cause inevitable consequences at the end of Act 2

### 5B – Resolution of the theme of Loyalty to a Community

How the theme is resolved in the final section of the play

### 6 – Planning Critical Essays

Focus on past critical essay questions that are suitable for A View from the Bridge

How to integrate what has been learned about character and theme, as appropriate and write a critical essay
SECTION 1

REVELATION

- Of Eddie Carbone's Character
- Of the Theme of Loyalty to a particular code of honour / community
Section 1A
REVELATION OF EDDIE ’S
CHARACTER

Positive and Negative aspects
of his personality are revealed

Beginning of Act 1
Lesson Aim

- We are learning to **analyse** and **evaluate**
- **positive**
- and
- **negative**
- aspects of Eddie Carbone's character from the beginning of the play.
Success Criteria

- I will succeed today when I am able to match a particular aspect of Eddie’s character to evidence from the play + discuss my reasons.

- I will succeed today when I am able to contribute to analysis and evaluation of a particular aspect of Eddie’s character with a partner + record our answers in a table.

- I will succeed today when I am able to write TWO bullet points in a mini essay or mind map clearly showing U / A / E in relation to ONE positive and ONE negative aspect of Eddie’s character.
Eddie Carbone lives with his wife, Beatrice and her niece, Catherine in the Italian immigrant community of Red Hook, Brooklyn in New York, USA.

His character is introduced through what he says and does.
SK 1 - Matching Exercise

- **In pairs**, match the correct comment that is made about Eddie to the appropriate evidence from this key episode from the text.
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Evidence (Understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal - wouldn’t ‘snitch’ to anybody</td>
<td>It never comes out of your mouth who they are or what they’re doin’ here (pg 15)</td>
</tr>
<tr>
<td>Understands the consequences of breaking the (unwritten) ‘law’ of his community</td>
<td>Don’t thank me. Listen, what the hell, it’s no skin off me (23)</td>
</tr>
<tr>
<td>Welcoming / accommodating</td>
<td>[- he is coming more and more to address MARCO only ] (22)</td>
</tr>
<tr>
<td>Becomes uncomfortable with Rodolfo</td>
<td>Just remember, kid, you can quicker get back a million dollars that was stole than a word you gave away (16)</td>
</tr>
<tr>
<td>Establishes himself - the dominant male in control</td>
<td>[Eddie has risen, with iron control, even a smile] (26)</td>
</tr>
<tr>
<td>Changing - becoming tense</td>
<td>You’re welcome, Marco, we got plenty of room here (19)</td>
</tr>
<tr>
<td>Becoming Detached</td>
<td>[he is sizing up Rodolfo + there is concealed suspicion] (26)</td>
</tr>
<tr>
<td>Anxious about Rodolfo - sceptical</td>
<td>[his face puffed with trouble] (27)</td>
</tr>
</tbody>
</table>
Conclusion...

- Eddie is revealed as a complex individual, even at this early stage in the drama.

- You have now to take this a stage further and analyse HOW Arthur Miller shows the different qualities of Eddie Carbone.
You will now complete the following table using the comments and evidence you looked at in task 1 to explore Eddie Carbone’s character.

You will show how ANALYSIS and EVALUATION ensures a more developed comment on CHARACTER (I will model the first example).

This will involve developed group/paired work:

Each group will be given ONE piece of evidence / comment from the first paired task to ANALYSE AND EVALUATE (each pair given a different piece of evidence).
<table>
<thead>
<tr>
<th>Comment on HOW Miller reveals Eddie’s character (A)</th>
<th>Comment on what you think of Eddie (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Eddie says:</td>
<td>Eddie appears to be loyal to a fault</td>
</tr>
<tr>
<td>Â Word choice is significant – “your mouth” – not his. Does not even seem to be a question that he would ‘snitch’</td>
<td>He is trying to protect his family from any trouble they would get into if they told anybody of the situation</td>
</tr>
<tr>
<td>Â “never” – like a command – exerting his authority over the women</td>
<td>He is taking the lead + making it clear to the women that they must NOT say anything</td>
</tr>
<tr>
<td>At this stage, Eddie appears to be typical of the community he lives in</td>
<td>Â He is warning her trying to make her see how precious her “word” is — “million dollars”</td>
</tr>
<tr>
<td>Â The improbability of “snitching” being accepted is clearly shown</td>
<td>Eddie appears to be very generous towards the men</td>
</tr>
<tr>
<td>What Eddie says:</td>
<td>He is showing true consideration to their feelings and is trying to make the situation as easy as possible for them</td>
</tr>
<tr>
<td>Â Tone - almost like he is giving Cath advice - ‘just remember’</td>
<td>He seems genuine</td>
</tr>
<tr>
<td>Â Word choice: “million dollars that was stole” - a lot of money to these people</td>
<td>Keen to please - saying they have plenty of room when they don’t - doesn’t want the men to feel uneasy</td>
</tr>
<tr>
<td>Â highlights how difficult it would be to retract words - how could you ever get a stolen million back?</td>
<td></td>
</tr>
<tr>
<td>Incident</td>
<td>Comment on HOW Miller reveals Eddie’s character (A)</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Becomes uncomfortable with Rodolfo</td>
<td>- he is coming more and more to address MARCO only [22]</td>
</tr>
<tr>
<td>Establishes himself – the dominant male in control</td>
<td>[Eddie has risen, with iron control, even a smile] [26]</td>
</tr>
<tr>
<td>Changing – becoming tense</td>
<td>[his face puffed with trouble] [27]</td>
</tr>
</tbody>
</table>

Comment on what you think of Eddie (E):
- Unexpected change as Eddie seemed so welcoming at first
- Unexplained as it is not clear why Eddie is becoming uncomfortable with Rodolpho although the audience can speculate
- Reveals on edge to Eddie’s character that again is unexpected
- His reaction shows clearly that he wants to be in charge and dominant
- He also appears to be enjoying the process clearly thinking that he has won
- Audience begin to question Eddie’s reaction and his motivation - Cath?
Mini Task 1
The section of act 1 that you have been studying is clearly a key scene in the play as it acts as an introduction to Eddie’s character.

Through the activities that you have been involved in, it should be clear to you the purpose of this key scene in the play.
You now have the opportunity to collate the information you have on **HOW** Arthur Miller introduces positive and negative aspects of Eddie Carbone’s character.

You can write a mini essay detailing all the relevant points you wish to make regarding Eddie, showing how you would bring the evidence and comments you have collated already into a critical response on this play.
Mini Essay Task

- The mini essay or mind map should cover the key aspects of this scene:
  - The introduction of Eddie’s character in 2 paragraphs
    - ONE positive aspect and ONE negative aspect
      - The evidence to show what Eddie says / does (Understanding)
  - Comment on HOW Miller highlights aspects of Eddie’s personality to the audience (Analysis)
  - Comment on how you feel about Eddie at this point in the play and why (Evaluation)
Critical Essay: Paragraph Formula

- **Point/Topic sentence**: Must be relevant to the task and make a clear point about the text (Eddie’s character at the beginning of the play)

- **Context**: Introduce the quotation. Which aspect of character are you exploring, positive or negative?

- **Quotation**: Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence.
  - (The word choice of what Eddie says is significant because the fact that he highlights – “your mouth”…’

- **Explain**:

  A) **Analyse** the quotation – explain meaning
  - (word choice, tone, theme etc.)

  B) **Evaluate**: How effective is it? Give your own personal response.
At the beginning of the play, Eddie appears to be loyal to his community and understands the concept of honour. This positive aspect of his character is shown through:

“It never comes out of your mouth who they are or what they’re doin’ here.”

The word choice of what Eddie says is significant because the fact that he highlights – “your mouth” – does not even question that he would ‘snitch’. The word ‘never’ introduces a command to the women – allowing Eddie to exert his control and guidance over the situation.

At this stage Eddie appears to be full of integrity and well thought of...
Section 1B: Revelation of the Theme of Loyalty to a Particular Code/Community

Theme established early in the Action

Beginning of Act 1
Lesson Aim

- We are learning to **identify HOW** the theme of **loyalty** to a particular **code / community** is made clear early in the action.

- We will be **analysing** and **evaluating** how Miller does this and why it is significant.
Success Criteria

- I will succeed today when I can decide which statements relating to the theme - are true / false and find evidence to support my view

- I will succeed today when I am able to analyse and evaluate (with a partner) three aspects of how the theme is revealed + record our answers in a table

- I will succeed today when I am able to write TWO bullet points into a mini essay or mind map clearly showing U / A / E of how the theme of loyalty to a code or community is introduced early in the action

- I will succeed today when I am able to peer assess my partner’s task and offer one relevant piece of advice. I will also take their advice on board and make the relevant changes to my own work
Miller establishes the theme of loyalty to a community early in Act One when Eddie tells Catherine the story of Vinney Bolzano (a boy from the neighbourhood who informed on his uncle - an illegal immigrant to the immigration authorities).

He explains how he was beaten by his father and brothers and was banished (possibly killed) for breaking the code of loyalty to the community. p.16
At the beginning of Act 1, Miller includes details of a young boy, who informed the authorities that an illegal immigrant was living in his house:

Cath: The kid snitched?
Eddie: On his own uncle!
Cath: What, was he crazy?
Bea: He had 5 brothers and the old father. And they grabbed him in the kitchen and pulled him down the stairs - 3 flights his head was bouncing like a coconut. And they spit on him in the street, his own father and his brothers. The whole neighbourhood was cryin’

Cath: Ts! So what happened to him?
Eddie: (rises during this, taking out his watch) Him? You’ll never see him no more, a guy do a thing like that? How’s he gonna show his face? (To Cath) Just remember, kid, you can quicker get back a million dollars that was stole than a word that you gave away. (He is standing now, stretching his back.)

Introduces theme
Sets TONE for inevitable end
KEY PART of SCENE
K 1 - True or False Exercise

- **In pairs**, you are going to establish the significance of this short extract.

- A) You are going to look at a list of statements and decide whether they are **true or false**.

- B) You are then going to write down evidence to **prove/disprove** the statement.
The above exercise focuses on UNDERSTANDING the central theme of loyalty to a particular code. The next step is to consider HOW Miller makes the audience aware of this theme - analysis.

<table>
<thead>
<tr>
<th>If telling the cousins</th>
<th>True</th>
<th>False</th>
<th>Evidence (Proving / disproving comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatrice graphically described the whole story of what happened to Vinny Bolzano</td>
<td>✔️</td>
<td></td>
<td>‘On his own uncle!’</td>
</tr>
<tr>
<td>Catherine wasn’t really bothered about what she heard</td>
<td></td>
<td>✔️</td>
<td>“What, was he crazy?”</td>
</tr>
<tr>
<td>Betraying the code of a community like this would always be forgiven</td>
<td></td>
<td>✔️</td>
<td>‘You’ll never see him no more, a guy do a thing like that? How’s he gonna show his face?’</td>
</tr>
<tr>
<td>Eddie tries to make sure that Catherine fully understands that you should NEVER talk to anyone about illegal immigrants</td>
<td>✔️</td>
<td></td>
<td>Just remember, kid, you can quicker get back a million dollars that was stole than a word you gave away (16)</td>
</tr>
</tbody>
</table>

Bea: He had 5 brothers and the old father. And they grabbed him in the kitchen and pulled him down the stairs.
Task 2

- You will now complete the following table using the comments and evidence you looked at in task 1 to explore **theme - loyalty**

- You will show how **ANALYSIS** and **EVALUATION** ensures a more developed comment on **THEME** (I will model the first example)

- In pairs, now **ANALYSE** and **EVALUATE** the other comments made so you can use this template if you wish.

- Remember to include the evidence you have already selected in the previous activity.
<table>
<thead>
<tr>
<th>Catherine was upset about what she heard</th>
<th><strong>HOW the writer reveals the theme</strong> <em>(Analysis)</em></th>
<th><strong>Comment on how this helps to establish the theme of Loyalty to a particular code</strong> <em>(Evaluation)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>“What, was he crazy?” “Ts! So what happened to him?”</td>
<td><strong>What Cath says:</strong> asks questions i an inquisitive thing to do which reveals Cath’s astonishment.</td>
<td><strong>It is clear</strong> i through what Cath says and the way she says it that she cannot comprehend why Vinny Bolzano did what he did.</td>
</tr>
<tr>
<td></td>
<td><strong>Wants to find out the consequences</strong> i moving on the next stage of the story.</td>
<td><strong>Her reaction</strong> i calling him crazy” shows that clearly in this kind of community the LAST thing anyone should do is go to the authorities.</td>
</tr>
<tr>
<td></td>
<td><strong>Word choice:</strong> ‘crazy’, Cath thinks Vinny’s actions were perhaps driven by madness as otherwise he could not possibly have snitched.</td>
<td><strong>He tone</strong> Cath uses indicates that anyone who would snitch would NEVER be forgiven, even for years to come. i inviting prophetic irony as the inevitable ending to this drama unfolds.</td>
</tr>
<tr>
<td></td>
<td><strong>The non-word</strong> i ‘Ts!’ i expresses Cath's disgust at what the boy has done.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cath uses an almost derogatory tone when referring to Vinny Bolzano. She cannot condone the course of action he took.</td>
<td></td>
</tr>
<tr>
<td>Eddie cannot imagine himself ever telling the authorities about Bea’s cousins</td>
<td>‘On his own uncle!’</td>
<td></td>
</tr>
<tr>
<td>Comment on how this helps to establish the theme of Loyalty to a particular code (Evaluation)</td>
<td>HOW the writer reveals the theme (Analysis)</td>
<td>Evidence</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Betraying the ‘code’ of a community like this would NEVER be forgiven.</td>
<td>Eddie tries to make Cath understand that you should NEVER talk to anyone about illegal immigrants.</td>
<td>You’ll never see him no more, a guy do a thing like that? How’s he gonna show his face?</td>
</tr>
</tbody>
</table>
What next???

- You now have the opportunity to collate the information you have on HOW Arthur Miller introduces theme of loyalty.

- You can write a mini essay detailing all the relevant points you wish to make regarding theme, showing how you would bring the evidence and comments you have collated already into a critical response on this play.
The mini essay should cover the key aspects of this scene: **The introduction of Theme**

- Select two (or more) points you have made and write **two paragraphs**.
  - The evidence to show how the theme of loyalty to a code or community is revealed to the reader **(Understanding)**
  - Comment on **HOW** Miller highlights aspects of this theme to the audience **through character** **(Analysis)**
  - Comment on how this helps establish the theme **(Evaluation)**
Critical Essay: Paragraph Formula

- **Point/Topic sentence:** Must be relevant to the task and make a clear point about the text (The introduction of theme at the beginning of the play – Vinney Bolzano anecdote)

- **Context:** Introduce the quotation. Which aspect of theme are you exploring and through which character

- **Quotation:** Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence. (By using the word ‘Crazy’, Catherine is suggesting...)

- **Explain:**
  - **A) Analyse** the quotation – explain meaning
    - (word choice, tone, theme etc.)
  - **B) Evaluate:** How effective is it? Give your own personal response.
SECTION 2

Of Eddie Carbone's Character

Of the Theme of Loyalty to a particular code of honour / community
DEVELOPMENT IN EDDIE’S CHARACTER

Development of more negative aspects of his personality.

End of Act 1
Lesson Aim

- We are learning to **analyse** and **evaluate** HOW more **negative aspects** of Eddie Carbone's character **emerge towards the end of Act One**
Success Criteria

- I will succeed today when I am able to select appropriate words/phrases to describe how Eddie’s character is developing and select evidence to support my views.

- I will succeed today when I am able to contribute to analysis and evaluation of 3 particular aspects of Eddie’s character with a partner + record our answers.

- I will succeed today when I am able to write TWO bullet points in a mini essay or mind map clearly showing U / A / E in relation to how more negative aspects of Eddie’s character are emerging.

- I will succeed today when I am able to EVALUATE how I feel about Eddie NOW at the end of Act one compared to how I felt about him at the beginning of the play.
Development of Eddie’s character

- Throughout this key episode negative aspects of Eddie’s character develop considerably.

- This is shown through what Eddie says and his actions.
In pairs, you are going to:

A) Highlight the adjectives / statements that apply to Eddie’s character

B) You are then going to select three of the adjectives/statements that you have underlined and find evidence from the play to support the claims you have made.

It would be preferable if you could use negative examples
How do you know?
Task 2

- Now, still in pairs, select 3 of the adjectives/statements that you have underlined and find evidence from the play to support the claims you have made.
Task 3

- You will now complete the following table using the comments and evidence you looked at in task 1 and 2 to explore the development of Eddie’s character.

- You will show how,

- ANALYSIS (techniques + comment)

- and

- EVALUATION (what do you think this means for Eddie? Etc) ensures a more developed comment on CHARACTER

- (I will model the first example)

- In pairs, now ANALYSE and EVALUATE the other comments made, you can use this template if you wish

- Remember to include the evidence you have already selected in the previous activity
<table>
<thead>
<tr>
<th>Evidence</th>
<th>(Analysis) HOW Miller shows development in Eddie (techniques + comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie is Aggressive / Hostile</td>
<td>Stage directions reveal what Eddie does.</td>
</tr>
<tr>
<td>[he has been unconsciously twisting the newspaper into a tight roll. . .]</td>
<td>Stage directions reveal what Eddie does.</td>
</tr>
<tr>
<td>[He has bent the rolled paper and it suddenly tears in two. He suddenly gets up and pulls his pants over his belly] Page 49</td>
<td>Stage directions reveal what Eddie does.</td>
</tr>
</tbody>
</table>

- **Evidence:**
  - **Eddie** is Aggressive / Hostile
  - *[he has been unconsciously twisting the newspaper into a tight roll. . .]*
  - *[He has bent the rolled paper and it suddenly tears in two. He suddenly gets up and pulls his pants over his belly]* Page 49

- **(Analysis) HOW Miller shows development in Eddie (techniques + comment):**
  - **Evaluation** evaluate this development (what do you think this means for Eddie? Etc).
  - Stage directions reveal what Eddie does.
  - *unconsciously* indicates that Eddie is unaware that he is behaving in a threatening way, perhaps indicating his state of mind and showing how unpredictable his actions might be.
  - *twisting the newspaper into a tight roll* 
  - The words *twisting* and *tight* have violent connotations and clearly show the tension that has built within Eddie.
  - *repetition of* *suddenly* *again illustrates to the audience the unpredictable nature of Eddie's actions and creates hostility as the other characters do not know what to expect next.*
  - *the fact that the paper* *tears in two* *shows the physical strength that Eddie has and how intimidating this must be.*
  - *Following action* *pulling his* *pants over his belly* *is an attempt by Eddie to show his masculinity and almost acts a warning to Rodolfo that he is not to be challenged because he is the stronger of the two characters.*
<table>
<thead>
<tr>
<th>Evidence</th>
<th>(Analysis) HOW Miller shows development in Eddie (techniques + comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Evaluation) evaluate this development (what do you think this means for Eddie? Etc).</td>
</tr>
</tbody>
</table>
In what way(s) has your attitude to Eddie Carbone changed from the beginning of Act One to the end of Act One?
What next???

- You now have the opportunity to collate the information you have on **HOW** Arthur Miller shows the more negative aspects of Eddie’s character.

- **You can write a mini essay or a mind map** detailing **TWO** out of the three more negative aspects of Eddie’s character, clearly showing Understanding, Analysis and Evaluation of each point.
Critical Essay: Paragraph Formula

- **Point/Topic sentence**: Must be relevant to the task and make a clear point about the text (That negative aspects of Eddie’s character develop considerably in this key episode)

- **Context**: Introduce the quotation. Which aspect of Eddie’s character are you exploring

- **Quotation**: Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence. (The word ‘unconsciously’ used to describe Eddie’s actions in the stage direction suggests…)

- **Explain**:
  - A) **Analyse** the quotation – explain meaning (word choice, tone, theme etc.)
  - B) **Evaluate**: How effective is it? Give your own personal response.
As the play continues, more negative aspects of Eddie’s character appear as he responds to his growing dislike of Rodolfo. The stage direction in Act One shows that Eddie is becoming particularly hostile towards the young Italian:

[he has been unconsciously twisting the newspaper into a tight roll. . .]
[He has bent the rolled paper and it suddenly tears in two. He suddenly gets up and pulls his pants over his belly]

The word ‘unconsciously’ conveys……. Moreover the words ‘twisting’ and ‘tight’ have violent connotations and … Eddie’s actions towards the end of Act One change the reader’s attitudes towards him…. 
Section 2B
Development of the Theme of Loyalty to a Particular Code / Community

Theme developed throughout the action

End of Act 1
Lesson Aim

- We are learning to identify **HOW** the theme of Loyalty to a particular **code / community** is developed towards the end of Act 1.

- We will be **analysing** and **evaluating** how Miller does this and why it is significant.
Success Criteria

- I will succeed today when I am able to analyse and evaluate (with a partner) two aspects of how the theme is revealed + record our answers in a table.

- I will succeed today when I am able to write TWO bullet points into a mini essay or mind map clearly showing U / A / E of how the theme of loyalty to a code or community is developed towards the end of Act One.

- I will succeed today when I am able to peer assess my partner's task and offer one relevant piece of advice. I will also take their advice on board and make the relevant changes to my own work.
A View from the Bridge

Key scene — End of Act One

Focus on theme: Loyalty to a particular community
Developing the Theme

- **Loyalty to a particular community** (or code of honour) can sometimes outweigh the actual law of the Country.
- This is sometimes referred to as **ENDEMIC HONOUR**.
- In this play, this theme is apparent throughout the Italian immigrant community (in New York, USA) that Eddie Carbone + his family are part of.
- This kind of loyalty is so important that if questioned it can be damaging for all parties involved.
Eddie encourages Beatrice to tell Catherine the story of Vinny Bolzano (pgs 23/24):
- A boy who snitched on his family for bringing illegal immigrants into the country
- He was never seen again

The illegal arrival of Marco + Rodolpho (26-33) is welcomed at first, although Eddie is keen to detach himself from any kind of special treatment for the men.
Growing relationship between Rodolpho + Catherine

Eddie reacts badly to this

Eddie cannot object to Rodolpho’s presence in any way other than the fact that he is in the country illegally: for Eddie to do this it would be ‘unthinkable’.

However, Eddie does visit Alfieri (lawyer) and questions Rodolpho’s manhood (45 - 50).
Focus on end of Act 1

- Scene clearly shows Eddie's growing obsession with the relationship between Catherine + Rodolpho
- At various points in this scene, Eddie tries to remind both men of the reasons WHY they came to America
- This is OMINOUS and indeed, instrumental in evoking a reaction that makes the tragic ending of this play inevitable
Paired Task

In pairs, develop analysis and evaluation of **HOW** Arthur Miller develops the theme of **Loyalty to a particular community / code**

Throughout this scene
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Comment on HOW the theme is revealed (A) techniques / effect</th>
<th>Comment on how well this develops the theme (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of quote:</strong>&lt;br&gt;When Beatrice tries to make sure that Marco does not send all his money home, Marco is quick to defend his wife. Marco: Oh, no, she saves. I send everything. My wife is very lonesome. <em>[He smiles shyly]</em> (52)</td>
<td><strong>What Marco says:</strong>&lt;br&gt;Å “Oh, no, she saves. I send everything.”&lt;br&gt;<strong>The tone</strong> of Marco’s words is significant. He is positive and affirms the fact that his wife would not betray him in any way. <strong>Stage Directions/ what Marco does:</strong>&lt;br&gt;Å <em>[He smiles shyly]</em>&lt;br&gt;<strong>Marco’s actions</strong> indicate his feelings towards his wife, reinforcing the obvious trust he has in her. <em>Shyly</em> indicates a softer side to his nature, showing how much he loves and misses his wife.</td>
<td>Å Marco feels that he can speak freely in the house — no secrets&lt;br&gt;Å He clearly misses his wife and children and trusts her implicitly with any money that he sends home&lt;br&gt;Å Marco is aware of why he is in America — to earn money for his family&lt;br&gt;Å There are clearly no ulterior motives to Marco’s presence in America — he is honest about why he is in the country&lt;br&gt;Å Marco is incredibly loyal to his wife&lt;br&gt;Å There are NO indications at this stage that the situation may change — all parties will remain loyal to the code.</td>
</tr>
<tr>
<td>Evidence (U)</td>
<td>Comment on HOW the theme is revealed (A) techniques / effect</td>
<td>Comment on how well this develops the theme (E)</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Eddie encourages Rodolpho to see less of Catherine but also introduces the fact that he may be seen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Look, kid, I’m not talking about her. The more you run around like that the more chance you’re takin’. [To Bea] I mean suppose he gets hit by a car or something. [To Marco] Where’s his papers, who is he? Know what I mean?’ (53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Context of quote:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eddie channels the conversation to question Rodolpho’s reasons for coming to America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eddie [holding back a voice full of anger]:'If he’s here to work, then he should work; if he’s here to have a good time then he could fool around’ (54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Context of quote:</td>
<td>Comment on how the theme is revealed (A) techniques / effect</td>
<td>Comment on how well this develops the theme (E)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Eddie now speaks to Marco only AND refuses to let the issue, of why the men are in America, drop. Eddie: I mean, that’s what I understood in the first place, see. Marco: Yes. That’s why we came. Eddie: Well that’s all I’m askin’”” (54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[he (Marco) transforms what might appear like a glare of warning into a smile of triumph, and Eddie’s grin vanishes] (58)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What next???

- You now have the opportunity to collate the information you have on **HOW** Arthur Miller shows the **development of theme** through Eddie’s conflict with Rodolfo.

- **You can write a mini essay or a mind map** detailing **TWO** out of the four more examples of how theme is developed later in the action, clearly showing Understanding, Analysis and Evaluation of each point.
**Critical Essay: Paragraph Formula**

- **Point/Topic sentence:** Must be relevant to the task and make a clear point about the text (Miller develops the theme of Loyalty to a community, towards the end of Act One....)

- **Context:** Introduce the quotation. Which aspect of theme are you exploring?

- **Quotation:** Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence.

- **Explain:**
  - **A) Analyse** the quotation – explain meaning (word choice, tone, theme etc.)
  - **B) Evaluate:** How effective is it? Give your own personal response.
Later in Act One Miller develops the theme (of Loyalty to a community), as the issue of why the men are in America is raised. When Beatrice tries to make sure that Marco does not send all his money home, Marco is quick to defend his wife:

Marco: Oh, no, she saves. I send everything. My wife is very lonesome. [He smiles shyly]

(52)

The tone of Marco’s words is significant. He is positive and affirms the fact that his wife would not betray him in any way. He clearly misses his wife and children and trusts her implicitly with any money that he sends home. Marco feels that he can speak freely in the house, there are no secrets. There are NO indications at this stage that the situation may change. In the meantime all parties will remain loyal to the ‘code’
SECTION 3

CRI

I

S

Within Eddie Carbone’s Character

Within the Theme of Loyalty to a particular code of honour / community
Section 3A

Negative Aspects of Eddie’s Character are leading to his demise / crisis within his family

Beginning of Act 2
Lesson Aim

- We are learning to **analyse** and **evaluate** HOW negative aspects of Eddie Carbone’s character are affecting his role within his **family** at the beginning of Act 2.
Success Criteria

- I will succeed today when I am able to match an appropriate comment to a given piece of evidence to show how Eddie’s character is in crisis and is affecting his role within the family.

- I will succeed today when I am able to contribute to analysis and evaluation of 4 particular aspects of Eddie’s character within a group + assist in taking notes.

- I will succeed today when I assist in collating my group’s responses in a suitable way (table) and then evaluate another group’s responses through think, pair and share.

- I will succeed today when I am able to write TWO bullet points in a mini essay or mind map clearly showing U/A/E in relation to how negative aspects of Eddie’s character are leading to his demise + affecting his role within the family.
Throughout this key episode at the beginning of Act 2, Eddie Carbone’s character emerges as a troubled, desperate individual who will do anything to end the growing relationship between Catherine and Rodolfo.

Eddie arrives mid-way through this scene: home early from work drunk. He sees Catherine and Rodolfo leaving the bedroom and erupts with rage.

The crisis in Eddie’s character is shown clearly through what Eddie does and says.
**TASK:**

- As a **class / group**, you are going to **discuss** Eddie’s **character** and what **his actions** and what **he says** reveals about him.

- Then, **in pairs**, you will focus on **ANALYSING + EVALUATING** the way(s) Miller shows the **crisis in Eddie’s character** and how he is **becoming reckless and unpredictable**.
Task 1 Instructions

- Your teacher will either issue an appropriate sheet OR use the interactive white board / power point to begin this activity.

- You are going to use MULTIPLE CHOICE to establish an effective comment about the way Eddie's character is portrayed at this stage in the drama.

- You may feel that more than one option could apply BUT think very carefully about the way statements are phrased and their implications.
Match the evidence to the most appropriate comment - character

A Question of Character
Eddie sees him + his arm jerks slightly in shock] (57)

- Eddie has hurt his arm because he walked into the door
- Eddie’s actions show that he objects to Catherine’s relationship with Rodolfo
- Eddie cannot believe that Catherine is interested in Rodolfo
Eddie’s actions show that he objects to Catherine’s relationship with Rodolfo.

It is clear to Eddie that something has happened in the bedroom and he is angry yet caught unawares. This indeed is the catalyst for the disastrous events which follow.
"Pack it up. Go ahead. Get your stuff + get outa here" (57)

- Eddie acts irrationally by not allowing Catherine or Rodolfo a chance to explain.

- Eddie gives Rodolfo no option but to leave.

- Eddie’s jealousy forces him to order Rodolfo to leave.
Eddie’s jealousy forces him to order Rodolfo to leave. Eddie cannot cope with the fact that Rodolfo is close to Catherine in a way that he cannot be. He thinks that by forcing Rodolfo out of the situation, Catherine might see ‘sense’. It is also another way of Eddie trying to be in control.
Eddie grabs her arm. Eddie’s actions are forceful towards Catherine. Eddie is clearly fulfilling his role as carer to Catherine. Eddie tries to exert his authority over Catherine.
Eddie tries to exert his authority over Catherine

Much of this play has been about Eddie’s inability to accept his own situation and now it is obvious that he is grasping at anything (literally + metaphorically) to try to hold on to Catherine. The fact that he uses force shows Eddie’s desperation.
“you ain’t goin’ nowheres, he’s the one.” (57)

- Eddie cannot cope with the fact that Catherine wants to go with Rodolfo
- Eddie orders Catherine not to go
- Eddie is desperate as he is aware that he could lose Catherine completely
Eddie is desperate as he is aware that he could lose Catherine completely.

Eddie thinks by addressing only Catherine that he can still have some kind of control over her. He perhaps realises that time is running out and desperately tries to control Catherine’s thinking.
Eddie tries to show Catherine how much he loves her.

Eddie's completely inappropriate actions towards Catherine reveal his desperate feelings for her.

Eddie kisses Catherine against her will.
Eddie’s completely inappropriate actions towards Catherine reveal his desperate feelings for her.

Eddie cannot control his feelings any longer and in desperation kisses his ‘niece’. It is obvious to the audience that this is not a natural way to behave. The whole frustration that Eddie feels is there for everyone to see. Eddie’s crisis is at a crucial point – there is no easy solution to his problem now.
Eddie kisses Rodolfo [Eddie stands there with tears rolling down his face as he laughs mockingly at Rodolfo] (58)

- Eddie is aware that he has gone too far by kissing Rodolpho.
- Eddie thinks that he has shown Rodolfo as a ñweirdò.
- Eddie is somewhat deluded and believes that he is in control of the situation.
Eddie is somewhat deluded and believes that he is in control of the situation.

The depth of Eddie’s anger and frustration has been revealed to the audience. He thinks that he has shown to Catherine that Rodolfo is ‘weird’ and so he is controlling her destiny. Eddie’s actions again show a character that is in crisis and is reckless to the point that anything is possible. At this point Eddie seems completely unaware of the real consequences of his actions.
He sits still panting for breath, +
watch him helplessly as he
leans towards them over the table] (59)

- Eddie is shown as an old man trying to
  grasp the truth

- Eddie's behaviour is so unpredictable
  that he is out of control

- Eddie feels that he has emerged
  triumphantly, in control
Eddie’s behaviour is so unpredictable that he is out of control

The fact that Catherine and Rodolfo ‘watch’ Eddie is significant. Eddie is trying to remain the dominant male – through his actions – but his behaviour continues to be reckless. Indeed, anything could now be possible.
“Don’t make me do nuttin’, Catherine. Watch your step submarine.” (59)

- Eddie tries to shift responsibility for this whole situation away from himself.

- Eddie wants everything to be resolved.

- Eddie is indicating that he could inform the authorities of Rodolfo’s illegal entry to the country.
Eddie tries to shift responsibility for this whole situation away from himself.

Eddie is trying to show the couple that he is still in control. He is reminding Catherine where her real loyalties should lie and making it clear that if forced, he would act. This is important as the crisis within his character deepens.
Task 2 Instructions

- Now you are going to **analyse** some of the comments and the **evidence** from part 1 of this task in the table you have been given.
<table>
<thead>
<tr>
<th>Catherine’s relationship with Rodolfo</th>
<th>Evidence (U)</th>
<th>Comment on HOW Miller reveals Eddie’s crisis in character (A) + how this helps to show his character in crisis (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie sees him + his arm jerks slightly in shock</td>
<td>[Eddy grabs her arm] (57)</td>
<td>It is clear to Eddie that something has happened in the bedroom and he is angry yet caught unawares. This indeed is the catalyst for the disastrous events which follow.</td>
</tr>
<tr>
<td>Eddie’s jealousy forces him to order Rodolfo to leave</td>
<td>“Pack it up. Go ahead. Get your stuff + get outa here” (57)</td>
<td>Eddie cannot cope with the fact that Rodolfo is close to Catherine in a way that he cannot be. He thinks that by forcing Rodolfo out of the situation, Catherine might see sense. It is also another way of Eddie trying to be in control.</td>
</tr>
<tr>
<td>Eddie tries to exert his authority over Catherine</td>
<td>[ Eddy grabs her arm ] (57)</td>
<td>Much of this play has been about Eddie’s inability to accept his own situation and now it is obvious that he is grasping at anything (literally + metaphorically) to try to hold on to Catherine. The fact that he uses force shows Eddie’s desperation.</td>
</tr>
<tr>
<td>Eddie is desperate as he is aware that he could lose Catherine completely</td>
<td>“You ain’t goin’ nowhere, he’s the one.” (57)</td>
<td>Eddie thinks by addressing only Catherine that he can still have some kind of control over her. He perhaps realises that time is running out and desperately tries to control Catherine’s thinking.</td>
</tr>
<tr>
<td>Eddie’s completely inappropriate actions towards Catherine reveal his desperate feelings for her</td>
<td>[reaches out suddenly, draws her to him, and as she strives to free herself he kisses her on the mouth] (58)</td>
<td>Eddie cannot control his feelings any longer and in desperation kisses his niece. It is obvious to the audience that this is not a natural way to behave. The whole frustration that Eddie feels is there for everyone to see. Eddie’s crisis is at a crucial point – there is no easy solution to his problem now.</td>
</tr>
<tr>
<td>Evidence (U)</td>
<td>Comment on HOW Miller reveals Eddie’s crisis in character (A) + how this helps to show his character in crisis (E)</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Eddie kisses Rodolfo [Eddie stands there with tears rolling down his face as he laughs mockingly at Rodolfo ] (58)</td>
<td>The depth of Eddie’s anger and frustration has been revealed to the audience. He thinks that he has shown to Catherine that Rodolfo is weird and so he is controlling her destiny. Eddie’s actions again show a character that is in crisis and is reckless to the point that anything is possible. At this point Eddie seems completely unaware of the real consequences of his actions.</td>
<td></td>
</tr>
<tr>
<td>[He sits still panting for breath, + they watch him helplessly as he leans towards them over the table] (59)</td>
<td>The fact that Catherine and Rodolfo watch Eddie is significant. Eddie is trying to remain the dominant male through his actions but his behaviour continues to be reckless. Indeed, anything could now be possible.</td>
<td></td>
</tr>
<tr>
<td>“Don’t make me do nuttin’. Catherine. Watch your step submarine.” (59)</td>
<td>Eddie is trying to show the couple that he is still in control. He is reminding Catherine where her real loyalties should lie and making it clear that if forced, he would act. This is important as the crisis within his character deepens.</td>
<td></td>
</tr>
</tbody>
</table>

Eddie’s behaviour is so unpredictable that he is out of control

Eddie tries to shift responsibility for this whole situation away from himself
What next???

- Now select **TWO** of the **points** you made about Eddie and integrate them into a mini essay / mind map

- **Remember the key areas of Understanding, Analysis and Evaluation**
Critical Essay: Paragraph Formula

- **Point/Topic sentence**: Must be relevant to the task and make a clear point about the text (At the beginning of Act 2 it is evident Eddie Carbone’s character is in crisis and this is affecting his role within the family. Eddie emerges as a troubled, desperate individual who will do anything to end the growing relationship between Catherine and Rodolfo.)

- **Context**: Introduce the quotation. Which aspect of Eddie’s character are you exploring?

- **Quotation**: Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.

- Write shorter quotations as part of your sentence.

- **Explain**:
  - **A) Analyse** the quotation – explain **meaning**
  - (word choice, tone, theme etc.)
  - **B) Evaluate**: How **effective** is it? Give your own **personal response**.
Consider this model –

At the beginning of Act 2 it is evident Eddie Carbone’s character is in crisis and this is affecting his role within the family. Eddie emerges as a troubled, desperate individual who will do anything to end the growing relationship between Catherine and Rodolfo. Eddie arrives midway through this scene: home early from work drunk. He sees Catherine and Rodolfo leaving the bedroom and erupts with rage. Eddie’s actions show that he objects to Catherine’s relationship with Rodolfo:

[Eddie sees him + his arm jerks slightly in shock (57)]

It is clear to Eddie that something has happened in the bedroom and he is angry yet caught unawares reflected in his involuntary physical reaction. This indeed is the catalyst for the disastrous events which follow.

Evaluation
Crisis of the Theme of Loyalty to a Particular Code / Community

Theme developed further throughout the action + tension is heightened through crisis

Beginning of Act 2
Lesson Aim

- We are learning to further **analyse** and **evaluate** the theme of **Loyalty to a particular code / community** (at the beginning of Act 2) to show how it is approaching a **climax** (in crisis)

Focus:

- Theme revealed through **Eddie’s desperate state**
- Theme revealed through **Eddie’s dialogue with Alfieri**
- Theme revealed through the **inevitability of disastrous consequences**
Success Criteria

- I will succeed today when I am able to analyse and evaluate (with a partner) two aspects of how the theme is revealed + record our answers in a table

| I will succeed today when I am able to write TWO bullet points into a mini essay or mind map clearly showing U / A / E of how the theme of loyalty to a code or community is in crisis at the beginning of Act 2 |
Loyalty to a particular community / code of honour

Theme in crisis – beginning of Act 2
This key episode forces the audience to think of the real possibility that Eddie could act on the different points he has already raised to Alfieri, the family lawyer.

It is becoming clear that Eddie’s loyalty to his OWN feelings for Catherine is greater than any loyalty he may have for his community.

The inevitable outcome which was hinted at at the beginning of the play, is slowly unravelling.
How is the theme shown in crisis?

- There are **3 key pieces of evidence** from this scene.
- Each shows the complex nature of being loyal to this community.
- As the scene progresses, Eddie becomes even more reckless and is capable of doing anything.
Loyalty to a particular community

- Eddie is cleverly trying to make Cath feel responsible.
  - Word choice: “Don’t make me” – warning in simplistic words, making his thoughts absolutely clear.
  - “Do nuttin’” also makes the audience wonder what Eddie IS planning to do.


- Word choice: “By rights” – this is ironic because legally Eddie should come clean about Rodolfo BUT in terms of the code of his community, Eddie should NEVER ‘snitch’.
  - Imagery – ‘throw you back in the water’ - literally – they came by boat + metaphorically – without any support/ hope for survival.
  - Becoming clear that Eddie does not feel anything for Rodolfo + is contemplating drastic action.

- Word choice again indicates another warning – this time to Rodolfo.
- By calling Rod ‘submarine’, Eddie is alluding to the fact that he is in the country illegally – making sure that Rod knows that he has not forgotten.
  - Focus on emotion is significant – “pity” – somewhat surprising to audience, considering the depth of conflict between the 2 men.

- Eddie is trying to cover his tracks – give Rodolfo a way out.
  - Shows how important / dominant Eddie believes himself to be = bigger than any ‘code’.
Now it's your turn.

"Just get outa here and don’t lay another hand on her unless you wanna go out feet first.” (59)

Analysis – HOW does Miller reveal the theme? Techniques + effects
Now it's your turn

Evaluation – how WELL does this show theme?

Understanding - point

Analysis – HOW does Miller reveal the theme? Techniques + effects
WHAT DOES THIS EVIDENCE AND ANALYSIS REVEAL ABOUT THE THEME OF LOYALTY TO A PARTICULAR CODE IN CRISIS?
Consider this model –

At the end of Act 2 the theme of loyalty reaches crisis point as it becomes clear that Eddie’s loyalty to his own feelings for Catherine is greater than any loyalty he may have for his community. This is evident when Eddie drunkenly confronts both Catherine and Rodolopho, threatening Rodolpho with violence while suggesting the possibility of breaking the code. Eddie is becoming reckless and appears capable of anything:

“Don't make me do nuttin’, Catherine. Watch your step, submarine. By rights I oughta throw you back in the water. But I got pity on you.” (59)

It is clear Eddie is trying to make Catherine feel responsible by saying ‘Don’t make me’, which shows Eddie is....

At this point in the play Miller has successfully demonstrated....

Mini Essay Model

Topic Sentence

Context

Quotation/Evidence

Analysis

Evaluation
SECTION 4

CLIMAX

- Themes
  - Loyalty to a particular community / code of honour
  - The disintegration of family relationships
Section 4

Key Scene in the climax of the THEME of Loyalty to a particular community / code of honour

Pages 57 - 61
Lesson Aim

- We are learning to **analyse** and **evaluate** **HOW** this **key scene is the beginning of the climax** of the theme of loyalty to a particular community.

- **FOCUS:** Theme shown through a character making an accusation against another character, a scene involving intense emotion.
Success Criteria

- I will succeed today when I am able to contribute to analysis and evaluation of one aspect of this key scene within a group + assist in taking notes.

- I will succeed today when I participate in the class discussion about the collaborative responses of the class.

- I will succeed today when I am able to write TWO bullet points in a mini essay or mind map clearly showing U / A / E in relation to how this theme is approaching the climax through this key scene.

- I will succeed today when I am able to peer assess my partner’s work and then take on board the recommendations they have for me.
During this key scene:

- Negative aspects of Eddie's character cause inevitable consequences.
- However,
- Positive aspects of Eddie's character are still evident and add to the tragedy.
**TASK:**

- **In groups,** your teacher will direct you to **ONE** part of the table to complete, charting how this theme is shown throughout this key episode:
<table>
<thead>
<tr>
<th>Topic Sentence (U)</th>
<th>Evidence (U)</th>
<th>Comment on HOW Miller shows the climax of this theme (Techniques + effects) (A)</th>
<th>How effectively does this contribute to the climax of this theme? (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatrice instinctively knows that Eddie has something to do with the arrival of the officers + feels compelled to question him</td>
<td>[her final thrust is to turn toward him instead of running from him] ‘My God, what did you do?’ (74)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Sentence</td>
<td>Evidence (U)</td>
<td>Comment on HOW Miller shows the climax of this theme (Techniques + effects) (A)</td>
<td>How effectively does this contribute to the climax of this theme? (E)</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Catherine tries to convince the officers that the men are in America legally</td>
<td>‘They ain’t no submarines, he was born in Philadelphia’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marco publicly makes an accusation that Eddie was the one who informed immigration about them</td>
<td>‘That one! I accuse that one! . . . That one! He killed my children’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Sentence</td>
<td>Evidence (U)</td>
<td>Comment on HOW Miller shows the climax of this theme (Techniques + effects) (A)</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eddie tries in vain to convince his 'friends' that he is not in the wrong</td>
<td>‘Lipari!’ [He follows LIPARI up left.] ‘For Christ’s sake, I kept them, I give them the blankets off my bed!’ LOUIS barely turns, then walks off and exits down right with MIKE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eddie desperately tries to establish control over the situation and threatens Marco publicly</td>
<td>‘He’s gonna take that back. He’s gonna take that back or I’ll kill him! You hear me? I’ll kill him!’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does the climax of this key theme make the ending inevitable?
What next????

- Now select **TWO** of the **points** you made about theme and integrate them into a mini essay / mind map

- Remember the key areas of **Understanding, Analysis** and **Evaluation**
Critical Essay:

Paragraph Formula

- **Point/Topic sentence:** Must be relevant to the task and make a clear point about the text

- **Context:** Introduce the quotation. Which aspect of theme are you exploring?

- **Quotation:** Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence.

- **Explain:**
  - **A) Analyse** the quotation – explain meaning (word choice, tone, theme etc.)
  - **B) Evaluate:** How effective is it? Give your own personal response.
At this point in the play Miller has successfully demonstrated

At the end of Act 2 the theme of loyalty reaches climax as Eddie’s obsession with his niece has finally led him to break the code of the community (which he had a strong belief in) leading to intense conflict with Rodolfo who now recognises what Eddie has done. This realisation will lead to inevitable disastrous consequences. Beatrice also instinctively knows that Eddie has something to do with the arrival of the officers and feels compelled to question him:

[her final thrust is to turn toward him instead of running from him] ‘My God, what did you do?’ (74)

Beatrice’s exclamation to her husband ‘My God’ conveys……..

At this point in the play Miller has successfully demonstrated…
SECTION 5

RESOLUTION

- Character: Eddie Carbone

- Conflict between Eddie + Rodolfo

- Themes:
  - The disintegration of family relationships
  - Loyalty to a particular community / code of honour
Section 5A:

Resolution of Eddie’s complex character

End of Act 2
Lesson Aim

- We are learning to **analyse** and **evaluate** HOW negative aspects of Eddie Carbone's character cause **inevitable consequences** throughout the end of Act 2.
Success Criteria

- I will succeed today when I am able to select appropriate comments to match to the evidence (in my pair).

- I will succeed today when I am able to write **two** bullet points in a mini essay or mind map clearly showing U/A/E in relation to how negative aspects of Eddie's character have caused his demise.

- I will succeed today when I am able to contribute to analysis and evaluation of 2 particular aspects of Eddie's character with a partner + record our answers.

- I will succeed today when I am able to contribute to class discussions offering my opinion about Eddie's character and how at the end of the play his problems are resolved.
TASK 1:

- Match the evidence with the most appropriate comment
Eddie informs B of what he expects from her although he appears unaware of what he should do.

Eddie ironically appeals to his wife for support, still unaware of the real consequences of his actions.

Eddie treats Rodolfo with further contempt as he orders him to fetch Marco for him. The conflict with Rodolfo appears to be far from Eddie's mind now.

Eddie issues Beatrice with an ultimatum — leaving her with no option for compromise.

Eddie arrogantly addresses Marco — forcing him to react to his accusation. Eddie is oblivious to the part he has played in his own downfall — tragic flaw.

Eddie's desperation is clear as he realises what Beatrice thinks of his relationship with Catherine.

Eddie is oblivious to the part he has played in his own downfall — tragic flaw.

Eddie treats Rodolfo with further contempt as he orders him to fetch Marco for him. The conflict with Rodolfo appears to be far from Eddie's mind now.

Eddie ironically appeals to his wife for support, still unaware of the real consequences of his actions.

Eddie informs B of what he expects from her although he appears unaware of what he should do.

You be on my side or on their side, that's all.

I want my respect. Didn't you ever hear of that? From my wife?

I want my name! He didn't take my name; he's only a punk. Marco's got my name — (to Rodolfo) and you can run tell him, kid, that he's gonna give it back to me in front of this neighbourhood, or we have it out.

(crying out in agony) That's what you think of me — that I would have such thoughts? (His fists clench his head as though it will burst)

(He is incensing himself and little bits of laughter even escape him as his eyes are murderous and he cracks his knuckles in his hands with a strange sort of relaxation)

Come on, liar, you know what you done!

Then why — oh. B! . . . My B!
<table>
<thead>
<tr>
<th>Evidence (U)</th>
<th>Comment on HOW Eddie’s character is revealed (A)</th>
<th>Comment on how this effectively sums up Eddie to the audience (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie informs B of what he expects from her although he appears unaware of what he should do</td>
<td>I want my respect. Didn’t you ever hear of that? From my wife? (74)</td>
<td></td>
</tr>
<tr>
<td>Eddie issues Beatrice with an ultimatum leaving her with no option for compromise</td>
<td>You be on my side or on their side, that’s all (75)</td>
<td></td>
</tr>
<tr>
<td>Evidence (U)</td>
<td>Comment on HOW Eddie’s character is revealed (A)</td>
<td>Comment on how this effectively sums up Eddie to the audience (E)</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Eddie treats Rodolfo with further contempt as he orders him to fetch Marco for him. The conflict with Rodolfo appears to be far from Eddie’s mind now</td>
<td>I want my name! He didn’t take my name; he’s only a punk. Marco’s got my name! (to Rodolfo) and you can run tell him, kid, that he’s gonna give it back to me in front of this neighbourhood, or we have it out (76)</td>
<td></td>
</tr>
<tr>
<td>Eddie’s desperation is clear as he realises what Beatrice thinks of his relationship with Catherine</td>
<td>(crying out in agony) That’s what you think of me! (that I would have such thoughts? (His fists clench his head as though it will burst) (77)</td>
<td></td>
</tr>
<tr>
<td>Evidence (U)</td>
<td>Comment on HOW Eddie’s character is revealed (A)</td>
<td>Comment on how this effectively sums up Eddie to the audience (E)</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Eddie arrogantly addresses Marco, forcing him to react to his accusation. Eddie is oblivious to the part he has played in his own downfall: a tragic flaw.</td>
<td>Come on, liar, you know what you done! (78)</td>
<td></td>
</tr>
<tr>
<td>Eddie is practically hysterical as he prepares to face Marco. (He is incensing himself and little bits of laughter even escape him as his eyes are murderous and he cracks his knuckles in his hands with a strange sort of relaxation) (78)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This quote occurs at the conclusion of the play and is spoken between Eddie and Beatrice. As Eddie lies dying in Beatrice’s arms, the couple finds some sort of reconciliation and repair of their torn and battered relationship. Beatrice, even under such horrible circumstances, is able to forgive Eddie. Eddie constantly dominates Beatrice throughout the play, but in this tiny moment Eddie needs Beatrice more than she needs him. It is the first time the audience hears that Eddie needs and it is the first time that he honestly needs Beatrice. Beatrice is the tirelessly forgiving character of the play. She is terribly jealous of her niece, who receives more attention from her husband than she does, but still forgives Eddie in the end. This final scene was one of the major alterations of the revised script of *A View from the Bridge*. In the original version, Eddie dies at the feet of Catherine. However, because of Beatrice’s increased presence in the revised version and downscaling of the relationship between Eddie and Catherine, Eddie must return to Beatrice. Beatrice is the only female who, in the end, needs him. Catherine, now beyond his control, no longer seeks his approval. Thus, Eddie is drawn to Beatrice and for the first time he seeks out Beatrice, her forgiveness and love.
What next????

- Now select **TWO** of the **points** you made about Eddie’s character and integrate them into a mini essay / mind map

- Remember the key areas of **Understanding, Analysis** and **Evaluation**
Critical Essay: Paragraph Formula

- **Point/Topic sentence**: Must be relevant to the task and make a clear point about the text.

- **Context**: Introduce the quotation. Which aspect of Eddie’s character are you exploring?

- **Quotation**: Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence.

- **Explain**:
  - **A) Analyse** the quotation – explain meaning
  - (word choice, tone, theme etc.)
  - **B) Evaluate**: How effective is it? Give your own personal response.
At the end of Act 2 the negative aspects of Eddie Carbone’s character cause inevitable consequences such as the destruction of his family and his own death. This is evident when Eddie arrogantly addresses Marco – forcing him to react to his accusation. Eddie is oblivious to the part he has played in his own downfall which is a tragic flaw that will lead to his death.

Eddie’s accusation of Marco being the ‘liar’ is ironic and exemplifies . . . .

This is a pivotal moment in the action as . . .
Section 5B:

Resolution of the theme of Loyalty to a Particular code/community

End of Act 2
Lesson Aim

- We are learning to **identify HOW** the theme of loyalty to code/community is resolved at the end of Act 2, **analysing** and **evaluating** how Miller does this and why it is significant.

Focus:

- Alfieri's meeting with Marco, Rodolpho and Catherine
- In the house when Rodolpho speaks to Eddie
- Eddie's death and the circumstances surrounding it
- Alfieri's comments at the end
Success Criteria

- I will succeed today when I am able to analyse and evaluate (within a group) three aspects of how the theme is resolved + record our answers in a table

- I will succeed today when I participate in the class discussion about the collaborative responses of the class

- I will succeed today when I am able to participate in whole class discussion about 4 key areas of this theme and then, reviewing the collaborative responses

- I will succeed today when I am able to participate in a whole class peer assessment of someone’s work. I will also reflect on my own work and make the relevant changes
Loyalty to a particular community / code of honour

Resolution of the theme

End of Act 2
It is obvious to all concerned that Eddie has betrayed the code of honour held within the Italian Immigrant Community of Red Hook, New York.

The tension created in the previous scene leaves the climax of this theme leaves the audience questioning how (if at all) this key theme can be resolved.
Final scene - resolution

- Split into 4 sections:
  - Alfieri’s meeting with Marco, Rodolfo + Catherine (P.71 ÷ 74)
  - In the apartment ÷ Eddie, Beatrice, Catherine + Rodolfo (P.74 ÷ 77)
  - In the street (Eddie’s Death) ÷ Main characters + people from community (P.78 ÷ 79)
  - Alfieri’s final comments (P.79)
Paired Task 1

Your teacher will give you a particular section of this key episode to consider

You will be expected to consider the appropriate evidence, analyse the way Miller presents the resolution and decide the impact the particular section you are considering has on the resolution of this key theme

You can use the template provided, if you wish
Once you have collated the evidence, you will piece it together as a class and then, have a full and detailed analysis and evaluation of the resolution of this key theme.
**SECTION A: Alfieri’s meeting with Marco, Rodolpho and Catherine**

<table>
<thead>
<tr>
<th>Comment on event in plot (Topic S) (U)</th>
<th>Context / Evidence (U)</th>
<th>Comment on HOW Miller shows the resolution to this theme (A)</th>
<th>Comment on the impact this point/evidence has on the resolution of this theme (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catherine:</strong> <em>Do hell with Eddie. Nobody is going to talk to him again if he lives to a hundred.</em></td>
<td><em>P.72</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
## SECTION B: In the house when Rodolpheo speaks to Eddie

<table>
<thead>
<tr>
<th>Comment on event in plot (Topic S) (U)</th>
<th>Context / Evidence (U)</th>
<th>Comment on HOW Miller shows the resolution to this theme (A)</th>
<th>Comment on the impact this point/evidence has on the resolution of this theme (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beatrice:</strong> ¿Only blood is good? He kissed your hand!ó</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Comment on the impact this point/evidence has on the resolution of this theme (E):**

---

**Comment on how Miller shows the resolution to this theme (A):**

---

**Context / Evidence (U):**

---

**Comment on event in plot (Topic S) (U):**

---

**Comment on the impact this point/evidence has on the resolution of this theme (E):**

---

**Comment on how Miller shows the resolution to this theme (A):**

---

**Comment on event in plot (Topic S) (U):**

---

**Comment on the impact this point/evidence has on the resolution of this theme (E):**

---

**Comment on how Miller shows the resolution to this theme (A):**

---

---
**Resoluion of the THEME: LOYALTY to a particular community / code of honour**

**SECTION C: Eddie’s death and the circumstances surrounding it**

<table>
<thead>
<tr>
<th>Comment on event in plot (Topic S) (U)</th>
<th>Context / Evidence (U)</th>
<th>Comment on HOW Miller shows the resolution to this theme (A)</th>
<th>Comment on the impact this point/evidence has on the resolution of this theme (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eddie lunges with the knife. Marco grabs his arm, turning the blade inward and pressing it home as the women and Louis and Mike rush in and separate them.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION D: Alfieri’s comments at the end

<table>
<thead>
<tr>
<th>Comment on event in plot (Topic S) (U)</th>
<th>Context / Evidence (U)</th>
<th>Comment on HOW Miller shows the resolution to this theme (A)</th>
<th>Comment on the impact this point/evidence has on the resolution of this theme (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfieri: &quot;it is better to settle fot half.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


What next????

- Now select **TWO** of the **points** you made about the resolution of theme and integrate them into a mini essay / mind map

- Remember the key areas of **Understanding, Analysis** and **Evaluation**
Critical Essay: Paragraph Formula

- **Point/Topic sentence:** Must be relevant to the task and make a clear point about the text.

- **Context:** Introduce the quotation. Which aspect of theme are you exploring?

- **Quotation:** Should contain enough to comment on.
  - Indent and leave a blank line before & after longer quotations.
  - Write shorter quotations as part of your sentence.

- **Explain:**
  - **A) Analyse** the quotation – explain **meaning** (word choice, tone, theme etc.)
  - **B) Evaluate:** How **effective** is it? Give your own **personal response**.
At the end of Act 2 the theme of loyalty to a code/community is brought to resolution as Eddie's breaking of the code and subsequent ill treatment of Marco and Rodolfo leads to his inevitable demise.

This is made clear at the end of Act 2 when Eddie ignores Rodolofo’s strenuous attempts to reconcile their differences and instead insults him, demanding confrontation with Marco for rightly accusing him of the code of the community. Beatrice’s reaction betrays her feelings about her husband’s reckless behaviour.

Beatrice: “only blood is good? He kissed your hand!”

Beatrice’s questioning of her husband’s hardened mindset reveals…

This scene is effective in demonstrating…
SECTION 6

Planning Critical Essays

- Relating to CHARACTER - EDDIE
- Relating to the THEME of Loyalty to a particular code of honour / community
PART 1

Focus on past critical essay questions that are suitable for A View from the Bridge -
Lesson Aim

- We are learning **HOW** to recall what we have learned in order to answer specific critical essay questions from pass papers.
Success Criteria

- I will succeed today when I am able to contribute to planning 2 essay questions from past papers (on A View from the Bridge) + recall specific areas for my study consideration.

- I will succeed today when I am able to participate in class discussion evaluating other groups’ responses and recording their thoughts in my table.
Suitable Intermediate 2
Questions for Drama text:
‘A View from the Bridge’ by Arthur Miller
<table>
<thead>
<tr>
<th>Choose a play in which there is a significant conflict between two characters.</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the conflict and show how it is important to the development of the characterisation and theme of the play.</td>
<td>2008</td>
</tr>
<tr>
<td>Choose a play which has a tragic ending.</td>
<td>2008</td>
</tr>
<tr>
<td>Show how the ending of the play results from the strengths and/or weaknesses of the main character(s).</td>
<td>2008</td>
</tr>
<tr>
<td>Choose a play in which a character encounters difficulties within the community in which he or she lives.</td>
<td>2008</td>
</tr>
<tr>
<td>Show how the character copes with the difficulties he or she encounters and how his or her actions contribute to the theme of the play.</td>
<td>2008</td>
</tr>
</tbody>
</table>
Choose a play which deals with a close relationship within a family or a community. Show how the portrayal of the relationship helps in your understanding of the central concerns of the play.

Choose a scene from a play in which suspense or tension is built up. Show how this suspense or tension is built up and what effect this scene has on the play as a whole.

Choose a character from a play whose fate is unfortunate or unhappy. Show how much of the character’s misfortune is caused by the personality and decisions of the character and how much by other circumstances in the play.
Choose a play in which one of the main concerns is love or jealousy or betrayal or reconciliation.

Choose a scene from a play in which there is an important incident which leads to a turning point in the action. Explain what happens in the scene, and then go on to say how it affects the outcome of the play.

Choose a play in which a central character feels increasingly isolated from those around him or herself. Explain why the character finds herself or himself isolated, and show what the consequences are for the character concerned.
Choose a play which you feel has a dramatic final scene.
Describe briefly what happens and explain how effective the ending is in bringing to a conclusion the central concerns of the text.

Choose a play in which there is an important relationship between two of the main characters.
Describe the nature of the relationship, and explain how it is developed throughout the play.

Choose a play in which there is a character who suffers from a human weakness such as ambition, selfishness, lack of self-knowledge, jealousy, pride, lust . . .
Show how the weakness is revealed, then explain how this weakness affects both the characters and the events of the play.

<table>
<thead>
<tr>
<th>Year</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Choose a play which you feel has a dramatic final scene. Describe briefly what happens and explain how effective the ending is in bringing to a conclusion the central concerns of the text.</td>
</tr>
<tr>
<td>2011</td>
<td>Choose a play in which there is an important relationship between two of the main characters. Describe the nature of the relationship, and explain how it is developed throughout the play.</td>
</tr>
<tr>
<td>2011</td>
<td>Choose a play in which there is a human weakness such as ambition, selfishness, lack of self-knowledge, jealousy, pride, lust . . . Show how the weakness is revealed, then explain how this weakness affects both the characters and the events of the play.</td>
</tr>
</tbody>
</table>
PART 2

How to integrate what has been learned about character and theme, as appropriate and write a critical essay
Lesson Aim

- We are learning **HOW** to integrate what we have learned about character and theme, as appropriate and write a full critical essay.
Success Criteria

- I will succeed today when I participate in the class discussion about the plan of the critical essay

- I will succeed today when I am able to work with my partner improving a poor model of an introduction and paragraph 2 of a critical essay

- I will succeed today when I write the first two paragraphs of a specific critical essay by myself

- I will succeed today when I peer assess my partner’s work and then take on board suggestions they make to me
Intermediate 2 – Writing a Critical Essay

- This part of the programme is intended to focus on answering EXAM QUESTIONS on the drama text you have just studied.

- This question is eminently suitable for an answer on ‘A View from the Bridge’:

Choose a play whose main theme is loyalty, friendship or nature. Show how the dramatist successfully explores the theme throughout the play.
How do you go about planning this? Which sections of the play are you going to consider?

**Introduction – TAGL**

**DEVELOPMENT of theme**
- focus on end of Act 1 – section TWO of class work
- theme developed through characterisation – conflict + tension (Marco’s loyalty revealed)

Main theme: loyalty

**Resolution of theme**
- End of Act 2 – Eddie’s death – only way theme could have been resolved? – theme through characterisation + conflict – class work section 5

**Theme building to a CLIMAX**
- Eddie phones the immigration bureau + Key Scene – Marco accuses Eddie publicly of informing – theme developed through characterisation + dialogue – class work section 4

**Conclusion – sum up + evaluate how well theme was developed**

**INTRODUCTION of the theme**
- section ONE of class work – Vinny Bolzano story – theme introduced through characterisation + the way Eddie / Catherine react to story
NOW you have to integrate all of these key points into a critical essay
How do I start off my essay?

- In pairs, consider the first two paragraphs of this essay:

- As you know by now, the structure of the essay you write is of great importance.

- You cannot simply list what you know in a detached way because then you will not meet the demands of the question.
An introduction should home in on the task and, in particular, what you are being asked to do.

A simple way of doing this is reshaping the words of the question and building them into your opening statement.
Introduction

- **Introduction** – a useful structure to use when writing an introduction

- **1) link to task** – use wording of question

- **2) text/title**

- **3) author**

- **4) genre** – briefly summarise the plot

- **5) The key points your essay will explore**
Following on from that, you should continue to develop your response. REMEMBER STRUCTURE for each point you make, you should have:

- **Topic sentence** what is this particular paragraph going to be about? *Remember the wording of the original question*

- **Context**: *Introduce* the quotation.

- **Evidence** how can you support the point you have made?

- **Explanation** analysis - HOW does the writer reveal theme? Techniques and effects

- **Comment** evaluation how has the theme/ character / conflict / setting etc been introduced / developed? Relate to task
In pairs, highlight the aspects of the opening two paragraphs of this essay that you feel could be improved.

Then, in pairs, rewrite both paragraphs making each one more effective – improve a poor model.
A play I have read is ‘A View from the Bridge’. It is written by Arthur Miller. It is about an Italian, immigrant family who live in New York. The theme is Loyalty to a Community or code of honour. I think it is shown throughout the play.

**Paragraph 2**

Near the beginning of the play, Beatrice tells the story of Vinny Bolzano. He snitched to the Immigration Office, on his own uncle. Catherine was shocked:

“What, was he crazy?”

The fact that Catherine asked this question shows that she was surprised. The word ‘crazy’ is important because it clearly highlights how mad it would be to do it. This relates to the theme because it shows you shouldn’t betray someone from the same community as you as no one will talk to you.
Paragraph 1 - introduction

We will consider changed models as a class.

Paragraph 2 - development of first point
Individual Activity

- Now it is your turn to write the opening two paragraphs of one of the past paper questions.
  - Your teacher will tell you which one.
- Remember to include ALL the relevant information - peer assessment will be completed for this activity.