

# Literature

**For 4 points**

**Module D**

- ❖ **A Summer's Reading by Bernard Malamud**
- ❖ **Count That Day Lost by George Eliot**
- ❖ **The Road Not Taken by Robert Frost**
- ❖ **Thank You M'am by Langston Hughes**
- ❖ **Grandmother by Sameeneh Shirazie**
- ❖ **The Treasure of Lemon Brown by Walter Dean Myers**

## Thinking skills

- **LOTS (Lower Order Thinking Skills – 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 – 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 שבחרתם 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,.....

### **Grandmother by Sameenah Shirazi**

The poem "Grandmother" deals with a common issue: the relationship between different generations in the family, in this case a grandmother – granddaughter relationship in a close-knit family.

When the granddaughter visits her grandmother, she doesn't intend to have a long conversation with her (" I hadn't asked her much, just how she felt..."). When she asks her grandmother how she feels, she doesn't show enough interest in her grandmother and doesn't seem to be interested in her feelings and thoughts. However, her grandmother's unexpected, honest reply makes her see her grandmother from a different perspective and brings the young woman to an important realization ("...and so many words would have been trapped inside") which causes her to feel emotional and filled with guilt ("...and my eyes filled with tears") – if she walked away, her grandmother would not have the chance to pour her heart and share her feelings. The granddaughter, and through her the readers too, realize that a routine greeting ("Hi, how are you?" not even waiting for the standard reply: "Fine, thank you!") is not enough, and old family members are human beings who deserve time, attention, respect, compassion and appreciation.

At the beginning of the poem, the speaker's point of view or perspective is self-centered. She sees her grandmother only in relation to herself, not as an individual in her own right. By the end of the poem, her perspective has changed. She views life through her grandmother's eyes and realizes that she has taken her for granted. She understands that she has related to her impersonally, and not with all the love and appreciation she should have for her grandmother. The poet implies that family ties can enrich our lives and give us satisfaction at any age. The society described in the poem is a traditional one. The woman works in the house. We see that the grandmother is busy working at home and draw a conclusion that she is tired of her housework. She'd like to stop working hard for some time and talk to someone caring and loving instead.

### **Literary terms**

- ❖ **Imagery** (דימוי) – a language that appeals to the reader's senses in order to create images\pictures in the reader's mind. **Metaphors** (She is a rose) and **similes** (use the words "like" or "as": She is as beautiful as a rose)
- ❖ **Personification** (האנשה) – giving human feelings and qualities to something that is not human.
- ❖ **Setting** - The setting is the **time and place** in which the events of a story or a poem occur.

- ❖ **Theme** - The theme of a poem/story is its central idea or message. We can usually find the theme by asking: "What is the poem/story about?"
- ❖ **Tone** - The tone of a poem is created by the speaker's attitude and emotions. The tone can be playful, serious, angry, nostalgic etc.

### LOTS Questions

1. Who is the speaker in the poem? The granddaughter
2. Who is the speaker talking about? Her grandmother
3. What does the old woman do during the day? Name two things.
  - a) She washes the sheets. b) She suns the mattresses.
4. What do we learn about the old woman's life?

We learn that she spends her day doing housework, which is very tiring. She is lonely and she wants to share her thoughts and feelings with someone (and was perhaps waiting for the opportunity to do so when the speaker / her granddaughter passed by).

5. What is the setting of the poem?

The poem takes place in the grandmother's room, possibly later in the day when she has finished her chores.

### HOTS Questions

1. Did the speaker intend to stop and talk with her grandmother? Why or why not? Which words in the poem helped you decide?
 

No, she was just passing by and asked her grandmother how she felt. The words that helped are: "I was simply / going to say 'Salaam' and walk away."
2. Why do the speaker's eyes fill with tears?
 

Her eyes fill with tears because she feels guilty that she did not have time to talk to her grandmother.
3. What do you think the message of the poem is?
 

We should not take our family members, especially grandparents, for granted, and we should take the time to listen to them and spend time with them.
4. What is the role of women in the society described in the poem?
 

The women have to do the housework.
5. Do you think the grandmother's life reflects the life of most grandmothers today? Explain.
 

Yes, the grandmother's life probably reflects the life of grandmothers in many areas of the world
6. Which of the following emotions are expressed in the poem? Which words express these emotions?

- Caring • Sorrow • Love • Regret • Relief

- **Extended HOTS**

- **Distinguishing Different Perspectives – means identifying different points of view within a text**

The way the granddaughter **sees** her grandmother changes in the poem. In the beginning, she doesn't think she should devote a long time to her grandmother. She takes her grandmother for granted. In the end, her **perspective** changes from an **indifferent perspective to a more caring perspective** when she realizes that her grandmother is a human being who needs to be listened to and she needs to share her feelings and thoughts with somebody. The granddaughter's **new point of view** is that she shouldn't take her grandmother for granted anymore. She should respect and appreciate her grandmother.

### **Extended HOTS**

What does the speaker mean when she says that '*so many words would have been trapped inside her grandmother*' if she had walked away?

Thinking Skill: \_\_\_\_\_

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### **Bridging Text and Context**

Sameeneh Shirazie (1967) was born in Karachi, Pakistan, and grew up in a close-knit family. Her own grandmother, who lived with the family, was an important figure in her childhood. The poem Grandmother was written out of love and admiration for her.

How does this information help you understand the poem better?

Now that I know that Shirazie's grandmother \_\_\_\_\_

and that Shirazie really \_\_\_\_\_

I understand that the poem was written in order to \_\_\_\_\_

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And that

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### **Bridging Text and Context**

In Pakistan, the grandparents, parents and children live together in the same house. The children show great respect for their parents and grandparents.

How does this information add to your understanding of the poem? Support your answer with examples.

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### **Analysis (ניתוח) and interpretation (פירוש)**

that the speaker is “speaking” to.

#### **Lines 2-11**

The speaker is using different imagery to ask the readers to use their senses to understand the poem better.

#### **Simple Perspective/Point of View Questions**

##### **1. What is the speaker's attitude towards her grandmother?**

Her attitude is indifferent / loving / sorrowful / caring.

##### **7. How does the speaker's perspective change at the end of the poem? Which words helped you decide?**

The speaker looks at her grandmother from a different perspective. She understands that she has related to her as just another old person and not with the love she should show to her grandmother.

##### **8. What is the perspective of the grandmother in the poem?**

The grandmother wants company / someone to talk to.

### **Comparing and contrasting**

Comparing and Contrasting means:

- Finding similarities between two or more things (comparing).
- Finding differences between two or more things (contrasting).
- Drawing conclusions based on these similarities and differences.

**How are the grandmother and grandchild different or similar? Use the HOTS "Comparing and Contrasting" to answer this question**

### **Inferring**

Inferring is forming an opinion that something is probably true based on available information - reading between the lines

**Explaining Cause and Effect means:**

- ❖ identifying the reasons why things happen (cause)
- ❖ identifying and describing the result (the effect) of specific actions and circumstances
- ❖ explaining connections between the two.

What caused a change in the grandchild's attitude to the grandmother?

1. **What can you tell about their relationship in the poem? Use the HOTS of "Inferring" to answer this question.**

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### **Point of View**

**Point of view** is the perspective from which the incident is told. We can find the point of view by asking: "Who is telling the story/poem?"

Every story/poem is told by someone. That person is called the narrator. There are several kinds of narrators:

**1<sup>st</sup> person:** The person telling the story/poem is a character in the story and uses the word "I" in his storytelling.

**3<sup>rd</sup> person:** The person may or may not be a character in the story/poem, but he tells the story/poem about other people not about himself.

**Omniscient=knowing everything:** The person telling the story is not in the story at all. This person knows everything about everyone (what they think or feel) and knows what is happening to everyone at every second of the story.

The poem has an interesting division of two points of view.

**1. First 9 verses (1-9)**

a). Who is the main subject of the first 9 verses?

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b). What do these verses describe?

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**2. Last 9 verses (10-18)**

a). Who is the main subject of the next 9 verses?

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b). What is described in these verses?

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Poem Structure



- The poem “Grandmother” does not have rhymes or a rhyming scheme, so it does not have a pattern.
- It does not have clearly separated stanzas.
- It sounds more like someone talking, telling a story.

### **Rhythm and Sound**

The poem does not have a certain rhythm or “beat” that is created by:

- repeating sounds and whole words (**alliteration**)
- repeating the same words and sentence form (**anaphora**)

1. How many times does the word “T” appear in the poem? \_\_\_\_\_

2. How many times does the word “she” appear? \_\_\_\_\_

3. How many times does a sentence start with “and”? \_\_\_\_\_

**Look at this lines (which are examples of anaphora) and listen to the rhythm:**

And she told me all about...

And how she’d washed...

And how she could not...

**Look at the following words. Which sounds are repeated? Underline them.**

“she’d washed the sheets”

“She’s also sunned the mattresses / such tired bones and so much to do”

## **Count That Day Lost**

“Count That Day Lost,” by the English writer George Eliot (the pen name of Mary Ann Evans), is a lyric poem consisting of two stanzas. The poem is offering some moral advice on how to spend a day well.

### **Analysis (ניתוח) and interpretation (פירוש)**

The poem is basically saying that a day spent helping people can be considered a really good day. Even if you do one small thing to help someone in a tiny way, that day is well spent because of the joy you have brought to another person. However, if at the end of your day, you can remember nothing that you did that was helpful or comforting or compassionate towards another person, consider the day lost because you had a golden opportunity to be a better person and you missed it.

### **Comparing the two stanzas of the poem**

- Both stanzas are about a certain type of day
- Each stanza has 8 lines
- Each stanza has the same rhyming scheme (aabccbdd)

### **Contrasting the two stanzas of the poem**

- The subject of the first stanza is about doing at least one good deed every day, and this will make your day worthwhile
- The second stanza talks about a day during which you don't do anything helpful for another person, and this will make your day wasted and even lost.

The division of the poem into 2 stanzas helps the reader understand the message of the poem. There are 2 distinct kinds of days: worthwhile and worthless. These days may appear similar on the surface, but a closer look will reveal the big difference between the two.

### **Background information**

George Eliot was an English female writer and poetess. She lived in England during the Victorian Age in Queen Victoria's times (1837-1901). Although the Victorian Age was characterized by peace and prosperity, there were huge gaps between the rich and the poor. The lower classes lived in poverty. Poor children were forced to work hard in order to support their families instead of going to school. Eliot and her friends were openly critical of these conditions. For them, the writer's job was to help improve society. Their literary works reflected those bad times. Gradually, a sense of responsibility began to develop among the upper classes. They used their money and influence to demand better working

conditions and education for the working class. Moreover, It was customary for women from the upper class to go and help poor families who lived on their property by bringing them food and clothes. The poem implies that society as a whole can be improved if each of us does his or her part – and that it is every person’s responsibility to do so.

**HOTS Questions:**

1. "One glance most kind / That fell like sunshine where it went –"

Why do you think the poet uses the word "sunshine" in this quote?

ANSWER:

The poet uses the word "sunshine" to show how if you give someone a kind look it can make that person feel happy. / Because “sunshine” has a positive connotation and your glance made someone feel warm, good and happy / Because like sunshine a warm day brings warm and light into someone's day.

**Extended HOTS Question:**

1. What is the message of the poem and how can we apply this message in our life?

Thinking Skill: \_\_\_\_\_

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2. Why do you think the poet calls the poem "Count That Day Lost"?

Thinking skill I chose: .....

It is important that we not waste our days and that we make sure we do good things for other people. / If you had the opportunity to become a better person, but you missed it, for you this is "worse than lost".

Possible explanations for thinking skill:

**Explaining cause and effect:** I chose the HOTS of Cause and Effect because it helped me to see how doing or not doing something good for someone else had the effect of making my day lost or well spent.

**Uncovering motives:** Sitting at the end of the day to think about the day lost. I chose that skill because it helps me understand why the poet called the poem 'Count that Day Lost' .

3. What is the message of the poem?

ANSWER:

The message is that we should spend each day doing something for someone else, not only think about ourselves. / We have to make our life meaningful by helping other people.

**Bridging Text and Context**

George Eliot, like many people of her time, was an optimistic person. She believed that she had the power to improve her society. – *Adapted from Ideas and Beliefs of the Victorians, edited by Harmon Grisewood*

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

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## 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
<i>By giving George respect and encouragement.</i> 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.
<i>By keeping silent.</i> 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".
<i>By having a sly, insulting manner with George and finally by warning him "Don't do what I did".</i>	George shuts himself away, unable to function and is forced to face his lies.
<i>By spreading a second rumor that George has finished reading 100 books.</i> 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 flat. / 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.

### **The Road Not Taken by Robert Frost**

The poem talks about two roads, which are a metaphor for the decision that people have to make in life. "The Road Not Taken" focuses on the doubts people have if they have made the right decision and whether their lives could have been different had they made a different choice.

#### **Literary terms**

- ❖ Metaphor (מטאפורה) – a figure of speech (ביטוי) containing an implied (מרומוז) comparison, in which a word or phrase of one thing is applied to another.

Example: “Two roads diverge in a yellow wood” – the two roads represent two decisions that would affect a person’s life. The word “road” is used as a metaphor to a path in a person’s life. By that, it implies that the path is actually a journey that the choice or the decision takes you.

- ❖ Symbol - A symbol is a literary device that contains several layers (שכבות) of meaning, often concealed (חבויים) at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone. Symbol is using an object or action that means something more than its literal meaning (משמעות צילולית).

### **Analysis (ניתוח) and interpretation (פירוש)**

#### **First stanza lines 1-5**

The poem starts with a diverging (מתפצלת) road – a decision that the speaker has to make, two options to choose from. The speaker (I) realizes that he “could not travel both” and has to make a decision. He takes his time (“long I stood”) to weigh (לשקול) the roads (options) in front of him. The speaker tries to look as far as he can to where one road would take him but only to a point (“to where in bent in the undergrowth”). Meaning the speaker is trying to look into the future but as we know, it's impossible to do.

#### **Second stanza lines 6-10**

Now he is thinking about the second road (option) that seems as attractive as the first one “as just as fair”. However, this road seems like not many people used it, “it was grassy and wanted wear”. However, another look makes him realize that “look really about the same”. The poet is actually telling us that both roads look the same but with a slight difference.

#### **Third stanza lines 11-15**

The speaker describes the roads that morning as two roads who look the same. The speaker decides that he will not take the road that people traveled by “I kept the first for another day”. However, he knows that once you have decided you can’t go back “I doubt if I should ever come back”. We can't go back because life leads us on and we face new decisions every day which take us away from the first choice.

#### **Forth stanza lines 16-20**

At the last stanza of the poem, the speaker opens with a sigh (אנחה). The speaker doesn't mention what kind of a sigh it is, a sigh that shows satisfaction from making the decision or a disappointing sigh regretting his decision. Only that the speaker knows he would think about it many years later, after he had made his decision “somewhere ages and ages hence”. Finally, the speaker decides to choose the road that not many people have traveled “and that has made all the difference”. Again, we the readers do not know

if the difference was good or bad but we can infer that it had a great influence on the speaker's life. The poet tells us that we become the sum of all our choices.

- **HOTS- Higher Order Thinking Skills**

### **Main idea \ Message of the poem**

The poem deals with making decisions, choices that a person has to make in life. Although that person does not know where these choices or decisions will lead him in life. The poem also speaks about choosing a path that is less conventional (שגרתית) and more adventurous and challenging. In addition, the poem deals with living with the choices you made and the wondering of what might have happened if you had chosen a different choice.

- **Extended HOTS**

### **Problem solving**

#### **The traveler's (speaker's) dilemma and the solution**

The traveler's dilemma was to choose between two roads that stands for a **problem** of choosing between decisions in life. Both of the roads looked attractive and promising. He thought about his decision for a long time, "long I stood". The **solution** to his problem was choosing the road that he traveled by. The more challenging and adventurous choice.

### **Inferring**

#### **The title of the poem "The Road Not Taken"**

The title refers to the road that the traveler didn't take. We can **infer** that implies that the speaker has doubt about the decision that he has made and maybe regrets it. He is wondering if the road not taken could have led him different in life.

Another possibility for choosing the name is, that the poet wants to tell us readers that even if you are satisfied with the choice that you took you still wonder about the choice that you didn't take. We can **infer** that from "I shall be telling this with a sigh", since the speaker doesn't say what sigh it was, satisfaction or a disappointment.

## **Thank You, M'am by Langston Hughes**

"Thank you M'am" is a short story about a young boy named Roger who tries to steal the purse of a large older woman named Mrs. Luella Bates Washington Jones. She surprises him when instead of punishing him she shows him kindness.

### • **Elements of fiction**

#### **Plot**

The story opens with a boy named Roger who tries to steal the purse of a large older woman named Mrs. Luella Bates Washington Jones. The boy fails to steal her purse and falls on his sitter. Mrs. Luella picks him up by his shirt and asks him why he was trying to steal her purse. Roger lies and says he wasn't. Mrs. Luella calls him a liar and asks him if he would run once she cuts him loose. When Roger says yes, she says that she is not going to cut him loose. Mrs. Luella surprises Roger when she asks him why his face looks dirty. When she realizes that there is nobody that takes care of him she decides to take him to her house to wash his face. Robert attempts to persuade her to cut him loose, she declines saying, "When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones".

At that point, we can infer that Mrs. Luella wants to teach Roger a lesson. Furthermore, by taking him home with her she shows Roger kindness and good will.

When they arrive at Mrs. Luella's house, she sends Robert to the sink to wash his face. She starts preparing dinner then turns to Robert to ask him if he is hungry. She figures that was the reason he stole her purse – money to buy food. Roger confesses and tells her the truth – he wants "a pair of blue suede shoes". Mrs. Luella surprises Roger when she says that instead of trying to steal her purse, he could have just asked her. Even though the door was opened, Roger decides to go to the sink instead of running away. Here we can infer that Roger starts trusting Mrs. Luella.

Mrs. Luella surprises Roger when she tells him that when she was his age she also did things she wasn't proud of and that "Everybody's got something in common". While Mrs. Luella was preparing dinner Roger noticed, she had left her purse out and the door wide open. He could easily steal the money, and leave. However, he decides against it and sits down on the opposite side of where the purse and door were. "He did not want to be mistrusted now", meaning he does not want her to lose her trust in him. She joins him at the table to eat and encourage him to eat more. Then she says, "Shoes got by devilish ways will burn your feet", meaning no good can come out of something stolen. She gives him money and sends him home. Roger feels so grateful that he can't even say "Thank you M'am".



## **Setting**

Place-

The story takes place on a street and then in Mrs. Luella's house.

From the form of language in the story, we can infer that the story takes place on the streets of Harlem, New York.

Time –

In the early 1920's, during the night (about eleven o' clock)

## **Characters**

### **Mrs. Luella Bates Washington Jones**

- She is the main character (protagonist) – the heroin of the story, since the story centered on her. The narrator gives us a lot of information about her.
- Appears to be from the lower class
- A large African American woman – wants to help Roger and prevent him from making the same mistakes she did when she was his age.
- She is a caring, generous, kind woman
- She works in a beauty shop in a hotel

### **Roger**

- He is the minor character since the narrator doesn't give us much information about him.
- A young 15-year-old boy.
- He appears to be poor. He needs to steal to have things.
- It seems that he has no family or a bad family.

## **The Narration – Point Of View**

The story is told from the third person point of view.

## **Crisis and turning point of the story**

The first crisis opens the story when Roger failed in stealing Mrs. Luella's purse. He is afraid she would turn him to the police. The crisis is resolved when instead Mrs. Luella takes him to her house.

The second crisis happens when Roger noticed that Mrs. Luella left the door open when she asked him to go wash his face. The crisis is resolved when he decides to go to the sink instead of running.

The turning point of the story is when Mrs. Luella leaves Roger unattended (ללא השגחה) while she is preparing dinner. The door is open, the woman is not watching him, and her purse is exposed (חשוף). Roger has every opportunity to prove himself a thief and a thug; instead, he deliberately moves to a spot where Mrs. Luella Bates Washington Jones can see him. Thinking to himself that she demonstrated her trust in him, and he does not want to disappoint her.

### **Theme**

- Empathy, giving second chances.
- Kindness and goodness help others more than fear and punishment. Even though the boy tried to steal her purse, she still cared enough for him to give him supper and money he wanted for his shoes.

From the way Mrs. Jones treated Roger he learned that some people show kindness when it is unexpected. He learns that sometimes people should get a second chance. He learns that everyone has done something wrong in his or her lives. He learns that he should not steal from others to get what he wants.

### **The Treasure of Lemon Brown by Walter Dean Myers**

The story "The Treasure of Lemon Brown" teaches us that young people benefit from the experience of older people because they can learn from their mistakes without going through the pain of loss and regret. In addition, older people can also benefit because they want someone with whom they can share their life experiences.

#### **Literary Terms: Protagonist / Conflict / Climax / Theme**

- The **protagonist** of a story is the main character, who needs to overcome an opposing force or difficulty in order to reach his / her goal.

- **Conflict** is the struggle or fight between opposing forces. There are different kinds of conflict: - between two people. - between a person and society. - between a person and nature – between a person and himself.
- **Climax** is the turning point in a story in which there is a clear change in the course of events.
- The **theme** is the central idea or message in a story or poem. We can usually find the theme by asking, "What is the story / poem about?"

- **Elements of fiction**

### **Plot**

Greg a 14-year-old high school student from Harlem is sitting on the stoop outside of his apartment building. He is thinking about a conversation that he had with his father two days previously (קודם). The writer sets the mood by stating: "The dark sky, filled with angry, swirling clouds reflected Greg Ridley's mood." This means that Greg was in a bad mood. In addition, the atmosphere (אווירה) lets the reader know that something is about to happen. In the conversation with his father two days earlier, Greg's dad told him that he could not play basketball on the community center team (The Scorpions). This is because the principal had sent Greg's father a letter that Greg will fail math, if he doesn't study hard. The writer said that Greg had hoped for the best (a passing grade in math), but did nothing to succeed in math.

Greg could not play basketball for the school team because of his bad grades. Playing for The Scorpions was a great opportunity. The team rarely accepted new players, especially (במיוחד) players as young as Greg. From this, we learn that Greg is a good basketball player. However, in order to play for The Scorpions, Greg needed his father's permission – something that he will not get because of his grades. In his conversation with Greg, we learn that the father had to leave school when he was 13-years-old. The father regrets (מתחרט) leaving school. However, he had to leave school to help support (... לתמוך ב...) his family. We learn from this that the father's background (רקע) influences his attitude (גישה) about getting an education (השכלה). We also learn that Greg and his father treasure (מעריכים) different things. The father treasures an education and the opportunity (הזדמנות) that it brings. Greg treasures playing basketball.

Greg must make a decision. He can either go to his room and study, or go to an abandoned (נטוש) house in the neighborhood. The atmosphere is stormy (סוער). This hints that something important is about to happen. It also may hint at the internal conflict (קונפליקט פנימי) that Greg is facing about how to lead his life. Greg decides to go to the abandoned house, although he knows that he should study. This is Greg's attempt to escape responsibility for his actions and serves as an escape from his father.

When Greg enters the house, he looks around and finally sits down on the couch (ספה). The state of decay (ריקבון) and despair (ייאוש) of the apartment building represents the atmosphere of the neighborhood.

While Greg would also like to escape the realities of Harlem, he disagrees with his dad about how this can be done. In the old building, Greg thinks about how his dad is proud to be a postal worker (דורך) and how his father had told him many times that, he worked hard to pass the test needed to get the job. Suddenly Greg hears a noise from inside the house and becomes scared when the noise repeats itself. He hears a scrapping noise and someone breathing. Just when Greg thought that he might have just been hearing things, a voice from behind him says: "Don't try nothin' 'cause I got a razor (להב) sharp enough to cut a week into nine days."

Greg is very scared. The person who moves towards Greg wears dirty shoes and his legs are covered in rags (סמרטוטים). The person says that his name is Lemon Brown and asks Greg why he entered the house. Greg says he entered the house because it was raining.

- The name Lemon Brown may have a couple of meanings. First, the name "Brown" may refer to the color of his skin (black), and "Lemon" may refer to a famous basketball player from the Harlem Globetrotters (Meadowlark Lemon). Remember: Greg wants to play basketball.

Greg recognizes the old man, who is dressed in dirty clothes and rags, as someone he has seen take clothes from a box that belongs to a charity organization (ארגון צדקה) called the Salvation Army. Greg is no longer afraid of the man because of the way he looks. He also is not afraid because there is no sign of the man having a razor. The man asks Greg if he has a home. Greg says that he does. Lemon Brown then asks Greg if he came to the building to try to and take his treasure from him as a group of "bad boys" had. Greg says that he does not believe that Lemon Brown has a treasure. However, Lemon Brown says that everyone has a treasure. We understand that Greg and Lemon Brown have different definitions (הגדרות) of what a treasure is. Greg thinks that a treasure is something that is worth a lot of money. He doubts (מטיל ספק) that a man dressed in rags and dirty clothes could have a treasure. However, for Lemon Brown a treasure is something that has importance to a person....It does not have to be worth a lot of money. Perhaps the writer is showing us that young people and older people have a different set of values when it comes to defining (להגדיר) what is important.

Greg asks Lemon Brown what his treasure is, but Lemon Brown refuses to tell him. Then Lemon Brown asks Greg if he had ever heard of him....He hadn't. Lemon Brown then tells Greg that he was a Blues singer who traveled a lot and performed all over the southern United States. But then he came upon hard times (זמנים קשיים). Lemon Brown then asks Greg why he didn't go home when it started to rain. Greg answers that he "just didn't." Lemon Brown then tells Greg that he had a son that Greg reminds him

of...knotty-headed (עקשן) with big eyes. Greg then asks Lemon Brown why he gave up singing. Lemon Brown says that he didn't give up singing, but hints that something caused him to give up singing the blues.

Three neighborhood thugs (בריונים) armed with a piece of metal pipe enter the house and demand that Lemon Brown give them his treasure. They assume (משארים) that his treasure is money. Lemon Brown and Greg run to the top of the stairs. The thugs come searching for them. When Lemon Brown understands that they are about to be caught, he lets the thugs see him. He stands at the top of the stairs with his hands above his head. The thugs tell him to throw down his money, and threaten to beat him if he doesn't do so. However, Lemon Brown surprises the thugs and throws his body at them. The thugs run away and Lemon Brown was able to get their flashlight (פנס) away from them.

Throughout this entire episode, (במהלך האירוע) Greg is unable to move or make a noise because he is paralyzed (משותק) with fear. However, Lemon Brown, who is old and not well kept (שמור היטב), is the one who drives the thugs away. The writer may be trying to tell us not to judge a person by how he looks, but what he does. He may also be trying to tell us that looks can be deceiving. Greg makes sure that Lemon Brown is okay, and addresses him as "Mr. Brown" – meaning that the old man has obtained (השיג) Greg's respect. Greg suggests that both of them leave the building before the thugs return. However, Lemon Brown warns Greg against leaving immediately because the thugs may stay around the area waiting for another opportunity to attack Greg and Lemon when they leave the building. Again, the older man is proven correct – again showing the wisdom (חוכמה) the aged over the arrogance (יהירות) of youth.

- At this point, a high level of trust (אימון) exists (קיים) between Lemon and Greg, and Lemon offers to show Greg his treasure.

Greg asks Lemon if he is hurt. However, Lemon says that he has been hurt so many times in his life, that a little pain doesn't bother him. What Greg does not know at this point is that the pain the Lemon is talking about is not physical pain. Lemon finally shows Greg his treasure. The treasure consists of newspaper clippings (קטעי עיתון) about Lemon's achievements (הישגים) as a Blues singer and a harmonica player. Lemon explains that once he traveled around the south and made good money playing and singing the Blues. But then life took a change for the worse. First, his wife died, and his son (Jesse) stayed at his aunt's house. Then Jesse went to fight in World War II. Before Jesse went to the war, Lemon gave him the clippings and the harmonica. After Jesse died in the war, the army returned the newspaper clippings and the harmonica to Lemon. It was obvious (ברור) from the way that Jesse had treated (...התייחס ל...) the "treasure," that he too had considered it important. Greg asks Lemon whether the "treasure" was worth fighting for against strong, young thugs who were armed with a pipe. Lemon answered that the most

important thing in life is what a man can give his children. After putting his treasure, back under his rags (סמרטוטים), Lemon tells Greg that the thugs have gone and that it is safe for Greg to go back home.

The rain and storm have ended. Perhaps this is symbolic (סמלי) of the end of Greg's struggle (מאבק) with himself. As he arrives home, Greg smiles. This perhaps lets us know that he now appreciates (מעריך) the "treasure" of education that his father has been trying to give him.

### **Setting**

**Place** - The story takes place in a tenement, an old abandoned rundown apartment in Harlem ghetto.

**Time** - On a dark, cold and rainy evening.

### **Characters**

#### **Lemon Brown**

- A poor, homeless old African American.
- He lives alone since his wife is dead and his son was killed in the war.
- A Blues singer who traveled a lot and performed all over the southern United States. Unfortunately, he came upon hard times and lost everything.
- He lives in an abandoned apartment in the ghetto.
- Lemon takes pride in his treasure, the memory of who he was and what it meant to his son.

#### **Greg Ridley**

- Greg is the protagonist, or main character of the story.
- A teenager who loves playing basketball.
- He lives in the ghetto.
- He doesn't do well in school and his father is very concerned about it.

#### **Jesse Brown**

- Jesse Brown is the deceased son of Lemon Brown.
- When Jesse was little, Lemon traveled around playing the blues in order to support Jesse and his mom.
- After the death of Lemon's wife, his aunt raised Jesse.

- Lemon tells Greg "when the war come, he saw fit to go off and fight in it." After Jesse dies while serving (likely in World War II), the army returns the package of newspaper clippings and a harmonica that he carried there to his father, who had given it to him before he left.
- This package, as well as the memory of his son's pride in him, becomes Lemon's treasure.

### **Greg Ridley's Father**

- Greg Ridley's father has high expectations for his teenaged son. This is because he has had a hard life and wants a better one for Greg.
- Mr. Ridley often reminds Greg that he had to drop out of school when he was thirteen, and he wishes he "had half the chances" that Greg has in life.
- For as long as Greg has been alive, Mr. Ridley has worked for the post office, a job that he only got after studying hard to pass an exam.
- He takes pride in his job despite its tediousness, but wants a better, brighter future for his son. This is why he constantly reminds Greg that it is important to work hard in school.

### **Three Thugs**

- Three men from the neighborhood come into the abandoned house where Greg and Lemon Brown are talking. Greg recognizes them as neighborhood thugs and notes that one of them is armed.
- The three thugs believe that Lemon Brown's treasure is money or gold and intend to threaten or harm him until they get it.
- Standing up to them brings Lemon and Greg closer together.
- The thugs may also remind Greg of the kind of aimless, mean life his father does not want him to lead. Success at school will help Greg avoid growing up to become a thug himself.

### **The narration – Point Of View**

The story is told from the third person point of view-

- Narrator is outside of story—not a character
- Uses pronouns such as he, she, them, their, they, etc.
- The narrator zooms in on the thoughts and feelings of just one character.
- The narrator plays no part in the story and has limited knowledge of it.

### **Distinguishing different perspectives**

כשהקורא מראה איך השקפת העולם או המחשבות של הדמות משתנה בסיפור. על הקורא להסביר מדוע זה משתנה ומה אפשר ללמוד מהשינוי בהשקפת העולם

- In the beginning, we think Brown is a homeless who spends his life picking through the trash. By the end of the story, our perspective changes when we realize that Brown is a man who cares about his family and a talented musician who had gone through hard times.
- Greg's father thinks that getting a good school report card in school is important. Greg wants to play basketball for the scorpions. His perspective changes when he realizes that he should try not to get angry but listen to his father, because his father wants what is best for him. At the end of the story, Greg smiles because he has evaluated the situation and decided that his father is worth listening to and he should not get angry with him

### **Theme**

The story is about what is important in life. We learn that different people **treasure** (מעריכים) different things. This is because not all the people have the same values (ערכים). A man's treasure may not seem like much to somebody else, but it is still worth (שווה) a lot to him.

### **About the writer Walter Dean Myers:**

Myers spent most of his childhood and young adulthood in Harlem. He was poor. A stepmother who taught him to read raised him. He took out books from the library and carried them home in a paper bag so other kids wouldn't tease him. Myers dropped out of school and joined the army on his 17th birthday. He started to write at night and soon began writing about the most difficult times in his life, which were his teen years.