Setting clues - find evidence and include the page number:

* Time /Place/Social values
* Evidence:
* Post WWII - 1948 - 1950…
* Teacher still strapped students
* Rural - in the country - they had to walk to go to the pump
* They are interested in city kids/schools
* They are in a one-room school house with all the grades together
* No running water - there is not a well yet either
* TV came through in 1952/53 - a good clue for time
* Toronto Maple Leafs - Leafs began in 1927- story takes in rural Ontario p. 6
* The teacher, Miss R - straps the boys - corporal punishment - abolished p. 5
* Miss R can teach with only a grade 11 education - clue for both time and place p. 5
* Social values - they bully the girls, intimidate them - gender inequality
* Ox pasture - more evidence for the rural environment
* Outhouse/coal stove/ bucket for water - p. 8
* Miss R - nice shoes, stockings, plays softball - River Hibbert - the kids at the school are poorer
* Walk to school to school every day in the cold p. 9 no school bus

Social Context of the time and place - the values: the boys and girls in this time and place have very rigidly defined gender roles:

* Jobs - men worked outside of the home; strictly defined roles
  + Women - worked inside the home; roles are strictly defined; women don't have as much power as men do
  + Social values - it was a time when women had less rights than men - we know this because of everyone's surprize and shock at Alma's question p.5
  + Social Values - Another privilege that the boys have is first pick at the mags and they organize the rules for softball
  + Social values - they bully the girls, intimidate them - gender inequality

Questions:

1. **Why are the boys so upset about the idea of the girls carrying the water?**

the boys have the privilege of carrying the water; they see it as their right; exclusive to them and they don't want to give that up; it's tradition; it is something 'real' ; power; waste time from class; when Alma asks the question, she opens up the conflict.

1. **What strategies do the boys use to pressure the girls?** How do the girls react?

no more softball for the girls; physical threats; the boys lock them in outhouses; bullying and intimidation does not work so they send Arnold to convince Alma with a flawed argument and Alma sets him straight that she walks to school everyday just like him

* The girls come together as a unified force - to defend Alma and her question over the water bucket

1. 8 and 9 - Doris keeps the girls' spirit up about defending Alma until Ms. R's decision is made; and she reveals that Ms. R is upset and that she plays softball in River Hibbert - this intrigues the girls so they continue their 'fight' for the right to carry the water bucket

Doris also notices that Miss R knows what is going on in her room and is mad. Miss R knows the boys have been pressuring the girls.

1. **Who is the narrator and the POV?** Joyce Shipley is the narrator - the story is in the first person perspective - p. 11 "Alma and Joyce get to go for water…" p. Alma is the narrator's seatmate. The narrator uses first person pronouns such as I and we.

* The Point of View - is first person perspective ie Joyce Shipley - the narrator is inside the story, a character in the story telling the story - the use of first person pronouns "I, we, us, our

4. Conflict:

Ms. Ralston is the protagonist – what is her conflict?

5. Person (protagonist) vs. Person: girls vs. the boys

Person vs Society: gender inequality, power imbalance, abuse of privilege

Person vs Self: Miss R has a dilemma: how can she resolve the situation (dynamic) or the status quo (the way things are) in her room = inequality and a power imbalance

Her dilemma is say… yes and the boys continue to bully and fight; say no and the status quo of inequality is maintained in the classroom and the larger society

6. what changed? What was the significance of her homerun? What is the author’s purpose in writing the story?

* The dynamic changed when she hit the homerun, which is important the boys realized that girls can do what they do (play softball and hit a homerun) and carry the water bucket
* She showed through her actions instead of just telling = through example she taught the boys a lesson, which is more powerful than just telling; it is through **actions** that change occurs in society – we can complain but unless we are willing to take steps to make change, nothing will change
* She waits a whole week for an opportunity to teach the boys and the girls
  + Boys – she showed what equality and **sharing of privilege** looks like with her homerun
  + Girls – she showed the girls that they can do what boys; what is possible for their own lives – what were some of the choices the girls – married, work on the farm, maybe get a job – Miss R’s homerun represents something larger
  + Miss R is a role model to the girls and the boys
* THEME?
  + One small thing can create a larger effect and cause change in the world.
  + Social change can happen with the small actions of dedicated individuals.
* Symbolism?
  + An abstract idea, thought, belief, philosophy, ism’s that is represented by a concrete person, place, action, or thing

symbols in FEC - one is an object:

* the water bucket = status symbol - power/ and privilege to the boys.
* Boys and their actions = fear of change
* Other action = Miss R. homerun = equality
* Also the school and its social structure can be symbolic of the larger issues going on the society; such an inequality
* Softball - the girls are on periphery/ outside – represents or is symbolic of a microcosm of the society and the boys/ men playing the main role/positions with women marginalized to the outside of societal roles
* Another short story term = Characterization

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| --- | --- |
| Indirect – we the reader infer based on the character’s actions and speech | Direct – the narrator (person telling the story) TELLS the reader details about the character |
| * Miss R does not shut A’s question – she is aware and smart that there is a problem in her class room * All week the boys bully the girls and Miss R does nothing because she is try to figure out how to show the boys that girls are equal * She intercepts notes but does not read them * We know she is mad the boys’ tactics to intimidate the girls * All this reveals that Miss R is thoughtful, smart, aware of the problem in her classroom and wants to find a way to solve the conflict a way that will be lasting | * Boys admire her – she’s strict, she is strong * Girls admire her looks p. 5 * They all admire her because she looks at as if they are real people * Doris discusses how Miss R looks mad at the boys * She is from River Hibbert – she plays softball, she is educated, she has up to grade 11 |