



A View from the Bridge

Pearson Edexcel International GCSE
Activity Pack

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Teacher's Introduction

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This Activity Pack offers teachers a route to exploring Arthur Miller's *A View from the Bridge* to ensure that every main event of the play has its own unique task, allowing students a deeper understanding of the characters and main themes.

Every activity concentrates on one of the assessment objectives prescribed by Pearson Edexcel iGCSE literature (see the 'Specification Information' section).

The assessment objective for each main activity is clearly labelled in the pen and the right side of the activity box.

To provide an opportunity for differentiation, worksheets offer extension activities for students to explore the text and its meaning in more detail. These activities are a puzzle logo and its relevant assessment objective, also located to the right side of the box. They also offer teachers ideas for starter activities and homework tasks.

There is also a whole-text section that explores the key themes, issues, language and dramatic play, with activities on topics such as justice, Greek tragedy and Miller's life, and a multiple-choice quiz to check understanding of the whole play. In addition to this, there are activities to improve exam and essay-writing skills, offering 'down to earth' advice to students and practice exam questions.

Suggested answers have been provided for some of the more difficult activities in the section of the pack, which has been included for teachers who are not so familiar with the text.



Specification Information

This pack applies to the following components of the Pearson Edexcel International GCSE:

Component 2: Modern Drama and Literary Heritage Texts:
Section A: Modern Drama (examined) and Component 3:
Modern Drama and Literary Heritage Texts (coursework).

Component 2 is worth 40% of the total qualification. In this component candidates study one Modern Drama text and one Literary Heritage text. Component 3 is available as a coursework option and also assesses 40% of the total English Literature qualification through two components: internally set and assessed, and externally set and assessed.

Questions for Pearson Edexcel iGCSE will test the following assessment objectives:

- AO1: Demonstrate a close knowledge and understanding of texts, maintain a critical perspective and present an informed response and engagement
- AO2: Analyse the language, form and structure used by a writer to create meaning

This Activity Pack provides engaging and comprehensive activities that cover the assessment objectives used by Pearson iGCSE (Literature). There is a primary focus on AO1 and AO2, the areas of assessment that students will be examined on for the study of Modern Drama. The pack enables a detailed exploration of the structure, setting, themes and characters, and



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their skills for AO4 (the relationships between texts and the contexts in which they are written) and also preparing them thoroughly for iGCSE exams.

This table presents the assessment objectives for each activity throughout the resource.

Activity	AO	Activity	AO
Section-by-Section Activities		Whole Text Activities	
Alfieri and Red Hook		Plot Quiz	
Extension Activity	4	Justice	
Family Affairs	2	Extension Activity	
Extension Activity	1	Guilt	
Catherino's Views	1	Political Allegory	
Extension Activity	2	Masculinity	
Vinny Bolzano	1	Extension Activity	
Extension Activity	4	Audience Reactions	
Marco and Rodolpho	2	Changes over Time	
Extension Activity	2	Greek Tragedy	
A Failing Relationship	1	Extension Activity	
Extension Activity	2	A Play for the Stage	
Slander and Warnings	1	Tension	
Extension Activity	4	Extension Activity	
Alfieri's Advice	2	Dramatic Devices	
Extension Activity	2	Language Shaping Context	
Family Discord	2	Language and Emotion	
Extension Activity	1		
Trials of Strength			
Extension Activity	2		
Lover's Fears	1		
Extension Activity	2		
Violence	2		
Extension Activity	1		
Tragedy Looms	2		
Extension Activity	1		
Anger and Frustration	1 & 2		
Extension Activity	4		
The Arrests	1		
Extension Activity	2		
Final Tragedy	1		
Extension Activity	2		

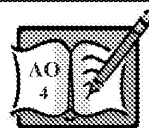
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Pre-Reading Activities

Context

Using the internet or a school library centre, fill in the table below with information about the life and works of Arthur Miller.



Arthur Miller	Research Notes
Birth, youth and family	
First successes	
 Interesting aspects of Miller's life	
Famous works (plays, other writings, etc.)	
 Political and moral beliefs	

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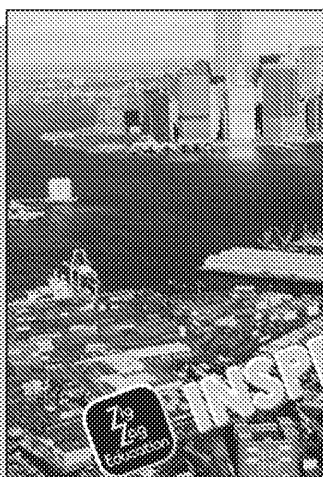
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Section-by-Section Activities:

Alfieri and Red Hook

Pages 11–12: The play begins with the clown and out lawyer Alfieri introduces the setting of Red Hook and its nefarious past. An atmosphere of crime and danger is evoked, as the lawyer explains that justice in this area is not always to the letter of the law.



Looking through the first two sections, find quotations that support each statement about the history and setting of Red Hook.

- A. Red Hook is known for its history of crime.
- B. The ethnic background of the residents is revealed.
- C. Historical persons are mentioned in the atmosphere of crime.
- D. Justice is important, but it is often achieved through illegal means.
- E. The crime in Red Hook is a result of poverty.

Describe the atmosphere created by Alfieri at the beginning of the play.

What can we expect to occur in the upcoming drama?

What does the notion of 'justice' really mean? Define the concept in your own words, as you would expect to find it in a dictionary.

Should justice always be achieved, regardless of its means? Is it right to seek justice via illegal or immoral means?

Express your own opinions, giving examples of real life situations where justice has been upheld.



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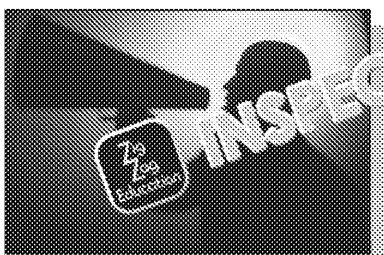


Family Affairs

Pages 13–17: Eddie, a longshoreman returning home from work, tells his niece Catherine about his concerns about her behaviour. With the appearance of his wife Beatrice, Eddie announces the imminent arrival of her two cousins, who are illegal immigrants from Ireland.

Complete this table with notes on what we have learnt about characters so far. Don't forget to include quotations that support your comments, using the example to help you with the task.

Character	What we learn about this character...	
Eddie	Protective of, and concerned, for his niece Catherine.	"You look like college" (page 13)
Catherine		
Beatrice		



Imagine you are directing a performance of the play's beginning. How would you be playing these three roles? Give your comments on:

- Tone of voice for each character
- Their physical movements
- The use of costume and make-up

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Catherine's News

Pages 18–21: When Beatrice tells her husband Eddie about a job Catherine has been offered, he is unhappy that she wishes to leave. Eventually, after losing her temper, Beatrice manages to convince Eddie to agree with Catherine accepting the job offer.

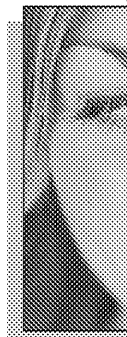


1. Describe Catherine's situation at the start of the play, as well as explaining the job offer.
2. How does Eddie respond to the news? How does he act this way? Use a quotation to support your comment.
3. Eddie says to his niece "I want a different kind of people." What does this tell us about Eddie and his hopes for the future?
4. Explain how Beatrice reacts to Eddie's attitude, and how he finally agrees to accepting the job.
5. Describe the mood of the scene at the end of Eddie's acceptance (page 21). How do the three react together?

During this section of the play, the three characters experience a range of emotions.

Explain the thoughts and feelings of Eddie, Beatrice and Catherine, following the news of the job offer.

Don't forget to include quotations to support your comments.



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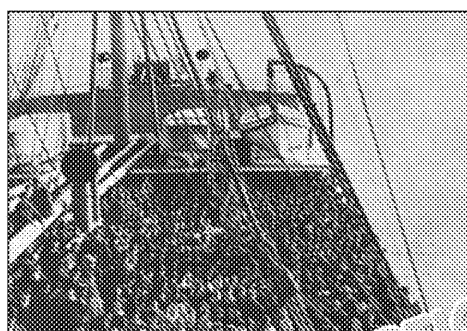
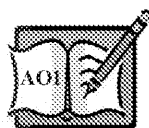
Vinny Bolzano

Pages 22–25: The friendly and humorous atmosphere dissolves as Beatrice and Catherine once again discuss the imminent arrival of their cousins. Eddie's nerves increase as he explains the dangers of illegal immigrants...



During this part of the drama, we again return to the theme of illegal immigration. Make notes on the following aspects of this section:

- Why are Eddie and Beatrice so nervous?
- What happened to the informer Vinny Bolzano?
- What do we learn about the members of the Red Hook community?
- Explain how the system of receiving illegal immigrants is so organised.
- How do these facts affect the relationship of Eddie and his wife?



Imagine you had to leave your home and travel halfway across the world to a new home – where you would lose your identity and avoid being known by government workers.

How would you feel in this situation?

Describe your thoughts and feelings about arriving in an alien and so unwelcoming land, as well as the relatives you would be bringing with your presence.

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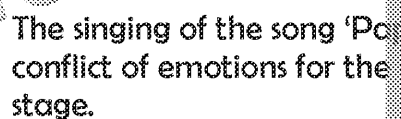
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Use the table below to explain what is revealed about the characters of Marco and Rodolpho, and the effect they have upon their hosts.

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Comment on the lyrics of the songs and what they reveal, the relationship between Catherine and Eddie and how the songs hint at what might happen in the play.

A Failing Relationship

Pages 34–38: As time passes, Eddie's concern over the behaviour of Rodolpho increase, and his 'unhealthy' obsession with Catherine emphasises the problems of his failing relationship with Beatrice.

Fill in the table below with quotations that reveal Eddie's trouble explaining in the right-hand column how his concerns negatively affect his relationship with his wife Beatrice.

Events	Quotations	How this affects the relationship
Eddie's life has now changed.	"there was a trouble that would not go away" (page 34)	The arrival of the illegals has changed their relationship, and Eddie has concerns for safety that he has not experienced.
Eddie is concerned that Rodolpho will be discovered as an illegal immigrant.		
Eddie is concerned that Rodolpho is spending too much time with Catherine.		
Eddie's sexual relationship with his wife is failing.		
Eddie's work colleagues think highly of the cousins.		



Create a dramatic monologue for Beatrice, voicing her concerns about her husband's state of mind and how it has changed since the arrival of the illegals.

Use relevant details from the text to support your work.

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Slander and Warning

Pages 39–45: As Catherine and Rodolpho return home late, Eddie's displeasure increases and he asks to speak to his niece alone. Catherine becomes upset as Eddie questions her about Rodolpho's intentions towards her, and she is further warned by Beatrice to be wary of the negative impact the relationship has on her.



Find the quotations below. For each one, explain what is happening in the play, and what is revealed about the emotions and intentions of characters Eddie, Beatrice and Catherine.

"I used to come home, you was always there."

"I
for
all

"You gonna leave her
alone? Or you gonna
drive me crazy?"

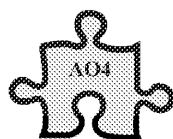
"Just give
understand
have to
– You're

During this scene, Beatrice seriously warns Catherine of her relationship with Eddie, as the young lady realises that she must treat the situation differently.

Through reading the play so far, what do we learn about the relationship of Eddie and Catherine?

How and when is the connection between Eddie and niece challenged?

Why is it unsettling for the audience?



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Alfieri's Advice

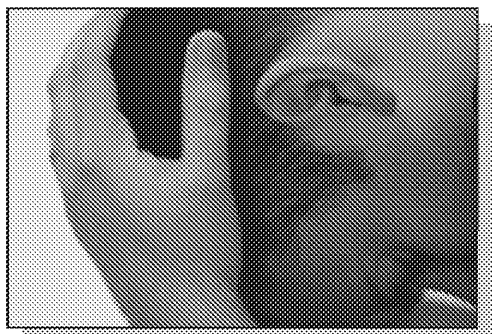
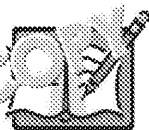
Pages 45–50: In an act of desperation, Eddie visits the lawyer in an attempt to have Rodolpho arrested and removed. The experience soon realises how frenzied and desperate the longshoreman's mind has become, and foretells the tragedy there is to come...



Working with a partner, rehearse a performance of the meeting between Eddie and Alfieri. Carefully consider the thoughts and emotions of both characters, while seeking to 'bring the text alive'.

Once you have rehearsed a three minute presentation, each pair can perform their activity to the rest of the class.

Explain the different functions that Alfieri has in the play. When does he appear on stage, and what purpose does he serve when he does?



What does the audience learn about the state of Eddie's mind in this part of the play?

Looking through past quotations that reveal concerned emotions, identify the emotions Eddie is undergoing.

Explain how Miller uses language (choices of words and phrases) to present the character's troubled state of mind.



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Family Discord

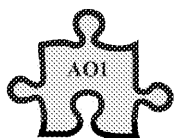
Pages 50–56: The scene now returns to Eddie's home, where he and Rodolpho talk about their life in Italy. Even though the surface appears to be one of peace and family life, Eddie's hostile thoughts towards Rodolpho become more and more apparent.

Complete this table with explanations about how Eddie causes conflict in the family environment, due to his utter dislike of Rodolpho and his fears of 'losing' Catherine.

Quotations	How Eddie disrupts the peace
"I know lemons are green, for Christ's sake" (page 51)	
"I betcha there's plenty surprises sometimes when those guys get back" (page 52)	
"It ain't fair here, Rodolpho, like you think" (page 52)	
"If he's here to work, then he should work" (page 54)	
"He sings, he cooks..." (page 55)	

Explain how the characters of Eddie and Rodolpho are different to each other.

In your comparison of both characters, refer to Eddie's real intentions and why he is unhappy with Rodolpho's actions.



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Trials of Strength

Pages 56–58: Tensions rise, as Eddie's hostility towards Rodolpho continues. While Catherine seeks to assert her own independence, she tries to overpower and embarrass Rodolpho in a boxing match. It is Eddie who is overpowered by Rodolpho as the act draws to a close.



During the final pages of the first act, we witness characters striving against the unfriendliness and negativity of Eddie.

For each of the dramatic events below, explain the different types of 'trials of strength' which Miller presents in the play.

Why do these characters act in this way? What is the outcome of their actions and what significance do such events have?

- Eddie tears up his newspaper
- Catherine asks Rodolpho to dance
- Eddie asks Rodolpho a boxing 'lesson'



Rodolpho challenges Eddie to a chair lifting contest



We soon realise how alienated Eddie has become, as the other characters resent his negativity at the end of the first act.

Even in the status of Eddie, the other characters face various 'trials of strength'.

- Beatrice
- Catherine
- Rodolpho
- Marco

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Section-by-Section Activities:

Lovers' Fears

Pages 59–63: The second Act begins with Alfieri introducing the time that Catherine and Rodolpho have been alone in the house. This scene creates an atmosphere of tenderness and love, as well as a deep emotional connection, while Catherine strives to discover Rodolpho's intentions...



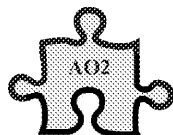
1. Why does Catherine question Rodolpho about going back to Italy? What does she find out?
2. Find two quotations that reveal Rodolpho's genuine and honest intentions.
3. What does the Italian urge Rodolpho to do regarding his uncle? Why does he do this?
4. How does Catherine react to Rodolpho's revelation? What do we learn about her?
5. What do we realise about the relationship between Catherine and Rodolpho in this scene? How is it different to Eddie and Beatrice's?

Consider how you would respond to this exam-style question:

Explore how Miller presents an impression of tenderness and love in this extract (pages 59–62)

Remembering to use a DEE (Describe, Explain, Evidence) structure to respond to this question.

You should comment on Miller's use of language, the events of the scene (content) and the change of atmosphere from previous scenes.



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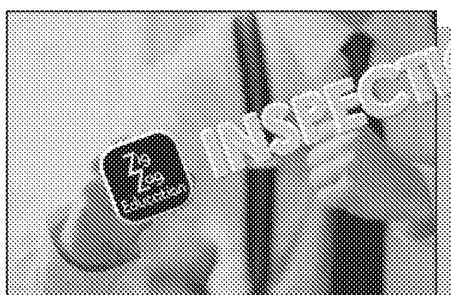


Violent Actions

Pages 63–65: As Catherine and Rodolpho are in the bedroom in love, Eddie returns home drunk. The Italian uncle is furious at the Italian to leave. The scene contains acts of violence and an drama's 'love triangle' reaches a crisis.

Miller uses dramatic stage directions in these pages to clearly show strong emotions felt by the three characters. Use the table below to record the physical movements of the scene, and what impressions acting directions give to the audience.

Character	Physical actions described in the stage directions	What these do about the
Eddie		
Catherine		
Rodolpho		



Answer this question, while write in the first person:

Imagine you are Rodolpho in the dramatic scenes of this (pages 63–65). Explain your frustrated thoughts and feelings regarding recent events.

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Tragedy Looms

Pages 65–67: A mood of inevitable doom is created, as Eddie returns to Alfieri, pleading with the lawyer to act against Rodolfo. Alfieri's repeated failure to make Rodolfo change his actions underlines the unavoidable tragedy that is about to strike, following Eddie's plea for the immigration officer to act.



QUOTATION A

"I normally go home well before six..." (page 65)

QUOTATION B

"I had lost my sense of time" (page 65)

QUOTATION C

"But I will never forget how dark the room became." (page 65)

QUOTATION D

"This is my last chance, or not." (page 66)

QUOTATION E

"You won't have a friend in the world, Eddie." (page 67)

QUOTATION F

"Put it out of your mind. It follows into the night." (page 67)

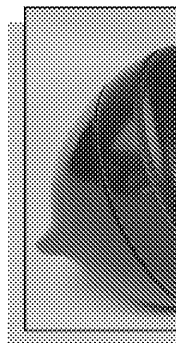


For the six quotations above, explain how Miller uses language and structure to create an impression of inevitable tragedy. How do the quotations reveal the unavoidable fate of Eddie's character?

Make a list of the events that have happened in the play so far that hint at or suggest a tragic ending.

Now, make an essay plan for how you would respond to this extended writing question:

Explore how Miller uses the dramatic form of a tragedy in *A View from the Bridge*.



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Anger and Frustration

Pages 67–71: After a secret phone call to the Immigration office, Eddie returns home, where he is unhappy to learn that Catherine and Rodolpho have moved upstairs into a rented apartment. A heated discussion takes place between husband and wife.



Read pages 67 to 71:

What do you think of the way that Eddie speaks and behaves in this extract?

Remember, analyse exactly what is happening in the extract. What emotions is Eddie experiencing? What is revealed by his words and actions? Use the extract carefully, selecting appropriate quotations, and explaining what they reveal to us – the audience.

Working in pairs, write a response to this question.



Working in a group of four, perform a short performance of a 'Jerry Springer' show, where the characters Catherine and Rodolpho's problems and differences are shown.

Remember, every member of the group must 'become' the characters to use appropriate language and actions.

What accusations will be made? What heated exchanges will take place? And what will be resolved by the end of the 'show'?



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The Arrests

Pages 71-77: After Catherine coolly invites Eddie to her wedding, immigration officers arrive, and arrest Marco and Rodolpho, as two other immigrants new to the building. Within moments Eddie, distrusted by his wife, joins the Red Hook community...

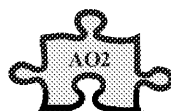


Looking through pages 71 to 77, reveal these events, which are listed in order:

- A. Beatrice is very angry with Eddie and is close to reaching 'boiling point'.
- B. Eddie tries to reassert his authority.
- C. He is childishy upset when he hears of Catherine's imminent wedding.
- D. Catherine is cold and condescending.
- E. Eddie is very concerned about Lipari's nephew.
- F. Beatrice suspects Eddie of infidelity.
- G. Members of the Red Hook community suspect Eddie.
- H. A tragic doom is hinted at by Marco's character.

Consider how Miller has returned to the theme of justice and the community. The play began with Alfieri discussing the rough justice of Red Hook, while later on Beatrice recounts the story of Tony Bolzano, the informant ruthlessly punished by his community.

Explain why Miller included these earlier parts of the story. What was the playwright preparing the audience for?



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Final Tragedy

Pages 77–85: The last section of the play moves swiftly on towards a tragic ending with the recurring mood of inevitable doom. Despite futile warnings made to both Eddie and Marco, the characters move relentlessly on into a violent and bloody fight.



1. What promise does Alfieri encourage Marco to make? How does the audience view Marco's 'acceptance' and Alfieri's attempt?
2. How have Catherine's views of Eddie now changed? Use quotations from pages 78 to 82 to support your comments.
3. How does Eddie react when Beatrice confronts him about his true feelings for Catherine?
4. What is the significance of how Eddie dies? What does it suggest?
5. How is Eddie's character portrayed in the final pages? Why has Miller portrayed him in this manner?



An epilogue is a direct speech to the audience at the end of a play, commenting on the overall events drawn from the play.

Summarise Alfieri's final view of the character Eddie.

What mood does this epilogue create for the audience, as the curtain falls?

What effect is Miller striving for?

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Whole-Text Activities

Plot Quiz

1. *A View from the Bridge* is set in Red Hook, an area of:
 - ☐ Boston
 - ☐ New York
 - ☐ Los Angeles
2. A main theme of the play is:
 - ☐ Anti-informing
 - ☐ Socialism
 - ☐ Isolation
3. The playwright Arthur Miller was married to:
 - ☐ Kim Basinger
 - ☐ Pamela Anderson
 - ☐ Marilyn Monroe
4. The play begins with this character.
 - ☐ Alfieri
 - ☐ Rodolpho
 - ☐ Catherine
5. What news does Catherine have for Eddie at the beginning of the play?
 - ☐ She has a job
 - ☐ Arrival of the cousins
 - ☐ Police searches
6. What is the name of one informer?
 - ☐ Annie Jones
 - ☐ Vinny Bolzano
 - ☐ Rodolpho
7. Who says, 'My send right away'
 - ☐ Marco
 - ☐ Eddie
 - ☐ Alfieri
8. Rodolpho's son
 - ☐ 'Toy Boy'
 - ☐ 'Red Dog'
 - ☐ 'Paper Doll'
9. 'What's the high Who is Eddie s
 - ☐ Catherine
 - ☐ Rodolpho
 - ☐ Beatrice
10. Eddie's reaction
 - ☐ Racism
 - ☐ Jealousy
 - ☐ Respect
11. 'You don't have you're a woman
 - ☐ Beatrice
 - ☐ Mrs Alfieri
 - ☐ Rodolpho
12. Alfieri warns E
 - ☐ Let Catherine
 - ☐ Keep her cl
 - ☐ Encourage

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13. 'He sings, he cooks...' Eddie is:

- ☐ Being complimentary
- ☐ Provoking a fight
- ☐ Making a threat

14. Eddie's challenge to Rodolpho is:

- ☐ Newspaper ripping
- ☐ Chair lifting
- ☐ Boxing

15. The second act opens with:

- ☐ Two lovers
- ☐ Two enemies
- ☐ A boxing match

16. Who says, 'How can I bring you from a rich country to suffer in a poor country?'

- ☐ Marco
- ☐ Alfieri
- ☐ Rodolpho

17. Eddie is _____ when he realises Rodolpho and Catherine have been making love.

- ☐ Drunk
- ☐ Indifferent
- ☐ Amazed

18. 'You won't have a world, Eddie!'

- ☐ Alfieri
- ☐ Marco
- ☐ Beatrice

19. Eddie informs _____

- ☐ Longshore
- ☐ Police
- ☐ Immigration

20. Catherine and _____

- ☐ Are secretly
- ☐ Fight all the
- ☐ Rent an ap

21. 'He killed my _____' accusing Eddie

- ☐ Rodolpho
- ☐ Marco
- ☐ Alfieri

22. The manner of _____ represent his _____

- ☐ Self-destruct
- ☐ Racial igno
- ☐ Poor social

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Themes

Justice

From the very beginning of the play, justice is presented by Miller as a major theme of the play. Fill in the boxes below with explanations about how the theme of justice is featured by the different events and characters in the play.



In the beginning of the play, Alfieri describes the people of Red Hook.

The story of Vin and Beatrice.

Eddie tries to take some form of legal action against Rodolpho.



Lipari and other community members turn on Eddie.

Marco seeks revenge on Eddie.

Alfieri concludes his statement that "it's half".



Now, answer this exam-style question, using the quotations that you collected in the boxes above, and writing in PEE paragraphs:

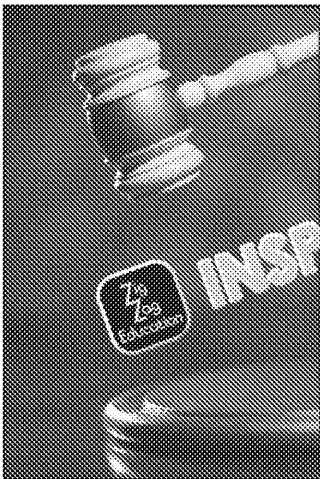
How does Miller present the theme of justice in A View from the Bridge?

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Guilt



For this task you and your group will present a fictional court trial, which is related to the murder of Ed.

Your group must carefully plan and play whom, as well as the court trial. What accusations will be made? And which witnesses will be called?

Discuss ideas with your group, (is Marco guilty of murder?) before filling in with planning notes for the group performance.

Planning the court case	Planning notes
Characters not in the play, e.g. judge/lawyers/jury, etc.	
Accusation against Marco	
Witnesses to be called	
Marco's defence	
Verdict	

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Ideas and Messages

Political Allegory

Miller's plays often feature stories that highlight major political issues that he was concerned with. *A View from the Bridge* is a fictional story that symbolises real life events. Therefore, when studying *A View from the Bridge*, it is important to consider the historical and social context of the play.

The play was written in 1955 during the Cold War, when the USA and the USSR deeply distrusted each other. The American government was very concerned that Communist (Russian) beliefs were beginning to spread across the country. Therefore the House Unamerican Activities Committee (HUAC) was created for the purpose of hunting out and punishing people with Communist beliefs.

The HUAC encouraged members of the entertainment industry to inform on colleagues who they suspected of being Communists. Actors like Elia Kazan as a Communist would be blacklisted and banned from working in the USA. Miller wrote the play *The Crucible* about a woman who was accused of being against an innocent girl, which is an allegory for HUAC's activities.

The actions of the HUAC caused a great disagreement between Arthur Miller and his old friend Elia Kazan, a famous movie director. Miller saw the act of informing as a betrayal.

After reading the information above, explain how Miller supported and demonstrated writing the play *A View from the Bridge*. What events occur during the drama that real life events in the USA at the time?



Masculinity

Make a list of common things that are regarded as being masculine, e.g. beer, weightlifting, etc. Now, make a list of things which are considered feminine, e.g. make-up, pin'.

In your opinion, is it right to consider items and ideas as being masculine or feminine? Do you think it is right to criticise Rodolpho in the play?

"Mr Alfieri, they're laughin' at him on the piers. I'm ashamed. Paper Doll they call him." (page 47)

"Come on, Rodolpho, you a cook."

"When am I gonna be a man, huh?" (page 35)

"I mean like a cook, I can make dresses, the waterfr."



Throughout the play Eddie is obsessed with manliness, and acting in a masculine way, which he expects others to adhere to.

Explain what the different quotations above reveal about Eddie's character and his attitude about this central idea in the play.

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Characterisation

Audience Reactions to Characterisation

Playwrights aim to make audiences react differently to the cast of a play. For example, how we would view Rodolpho is very different to how we would view Eddie. Read this extract from *A View from the Bridge*, where Eddie is about to challenge Rodolpho to a boxing match. How would an audience respond to his characterisation?

Eddie (lowers his paper) He's a cook, too! (Looking at Rodolpho.) He's a cook, too!

Rodolpho smiles thankfully.

Beatrice Well it's good, he could always make a living.

Eddie It's wonderful. He sings, he cooks, he could make dresses...

Catherine They get some high pay, them guys. The head chefs in all the hotels. You read about them.

Eddie That's what I'm sayin'.

Catherine and Rodolpho continue dancing.

Catherine Yeah, well, I mean.

Eddie (To Beatrice.) He's lucky, being a cook. (Slight pause. He looks at the back to Beatrice.) That's why he's on the dance. Rodolpho turns off phonograph. I can't sing, I can't sing, I can't make dresses, so I'm on the dance. If I could sing, if I could make dresses, I would be a front. (He has been unconsciously twisting the newspaper into a ball regarding him now; he senses he is exposing the issue and he is doing something else. I would be like in a dress store.

Working in pairs, discuss how Eddie's words would make the audience react. Why would they respond in this way? How would they respond differently to Rodolpho?

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Changes over Time

Fill in this table with notes on the emotions of characters at the beginning of the play.

Character	Physical state at beginning of play	Emotion
Marco		
Rodolpho		
Catherina		
Beatrice		



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Form

Greek Tragedy

Miller structured *A View from the Bridge* within the format of Greek tragedy, while using modern changes and modern equivalents to achieve a similar sense of tragic doom. Reading the information table below, you can now see how Miller uses Greek tragic features in his play.



Prologue

Classical Greek tragedies would often begin with a prologue, where an individual character would give background information to the audience, allowing them to understand the context of the upcoming drama.

How Miller represents this element of Greek tragedy in the play:

Tragic Hero

In ancient tragedies the tragic hero (protagonist) usually has a flaw which he/she brought about, usually due to a weakness. This flaw and downfall would cause fear. The actions of the hero affect the whole community.

How Miller represents this element of Greek tragedy in the play:



The chorus in Greek play was a group of characters who were linked to the action of the drama. The chorus would act as both narrators and actors, often interacting with other characters and giving them advice. Other functions of the chorus were to emphasise the central themes of the play and to give background information to the audience.

How Miller represents this element of Greek tragedy in the play:

Tragic Ending

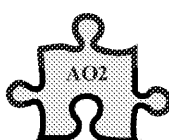
Although tragedies usually end in death, the play's main character often achieves a form of redemption. This shows how society could 'return' to a state of order after inevitable tragedy, so that justice can be regained. Tragedies often end with a chorus where the chorus would give a final statement on the outcome of the play.

How Miller represents this element of Greek tragedy in the play:

Once you have completed the task above, write your response to this exam-style question.



Explore the mood Miller presents by using the features of a Greek tragedy in *A View from the Bridge*.



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A Play for the Stage

It is important to remember that *A View from the Bridge* is a play been written to be performed on stage. Therefore, careful consideration of how to present events in a theatre should be taken into account.

The play ends with a fight between Eddie and Marco, in a street filled with a family. Eddie attacks Marco with a knife, but the blade is turned on unclear whether Marco intended to stab Eddie, who dies as the curtains close.

Use the plan of the stage below to organise your own production of *A View from the Bridge*. Working closely with the text, choose where to place each character and props relevant to the events. Once you have done this, you would present the lighting, sound effects and acting of the final scene. How would this reveal the attitudes and emotions of the main characters?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	E	15	16	17	18	19	20	21	22
	1	2	3	4	5	6	7	8	9	10	11	12	13	D	14	15	16	17	18	19	20	21
		1	2	3	4	5	6	7	8	9	10	11	12	C	13	14	15	16	17	18	19	20
			1	2	3	4	5	6	7	8	9	10	11	B		14	15	16	17	18	19	20
				1	2	3	4	5	6	7	8	9	10			12	13	14	15	16	17	18

STALLS STAGE

Place characters and props here

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Once you have planned this scene, complete these three sentences:

- A play is different to a film because...
- A play is different to a novel because...
- Putting on a performance of *A View from the Bridge* would...

Structure

Tension

Throughout the play Miller organises and structures events to build tension for the audience. This use of suspense engages our interest, making us concerned about the play's characters. Below you will find a selection of events that allow us to analyse the use of tension in the play. Can you work out the correct order of events?

A. Beatrice warns Catherine of her relationship with Eddie.	B. Catherine and Rodolpho spend time alone together in the apartment.	C.
D. Rodolpho tries to make peace with Eddie.	E. Beatrice is nervous about the arrival of her cousins.	F.
G. Eddie gives Rodolpho a 'boxing lesson', followed by Marco's chair-lifting challenge.	H. Eddie is angered by Rodolpho's actions, and tells Catherine that he's 'using her'.	I.
J. Eddie orders Rodolpho to leave, before kissing both of the lovers.	K. Alfieri tries to persuade Marco not to kill Eddie.	L.
M. Eddie seeks legal advice from Alfieri.	N. Eddie is unhappy when Catherine tells him she has a job.	O.

1. Allocate each event with a tense rating from 1 (weak) to 10 (strong). Now, describe Miller's use of tension throughout the play. You should consider:

- The increase and decrease of tension
- The most tense and thrilling parts
- The impact of events that are less tense
- Why Miller uses tension

2. Now create a tension graph by plotting the events using 'time' on the x-axis and 'tension' on the y-axis

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The Writer's Use of Language

Dramatic Devices

A dramatic device is a 'trick' used by a writer to add interest or create a particular effect upon the audience. Consider the common dramatic devices below.



Dramatic irony

This is when the audience knows something that a character does not.

Tragic main character's pride, just before the fall.

Soliloquy

This is when an actor directly speaks to the audience, voicing their thoughts or opinions.

Juxtaposing

Placing two scenes or characters different in mood or tone.

Tension

Creating suspense with mysterious or dangerous events.

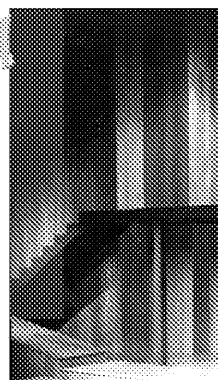
Poetic

Letting the villain or hero be rewarded.



In pairs discuss the six features above, explaining why each one is used. Can you think of any examples where these techniques are used in different formats (e.g. films, novels, etc.)? How are they used differently in a feature from a play? How are they similar?

For each of the dramatic devices above, find an example from *A View from the Bridge*. Provide quotations and explain how each technique is being used. How are they effective?



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Language Shaping Character

When writing a play, the use of language is important for shaping and varied characters. For example, how would the language of Miller differ from the words used by Rodolpho? Also, how would Eddie speak than Alfieri? Consider these differences carefully.

Rodolpho Yes, forever! Me, I want to be an American. And when I want to go back to Italy when I am rich, and I will buy a motorcycle. *(He smiles. Marco shakes him affectionately.)*

Catherine A motorcycle!

Rodolpho With a motorcycle in Italy you will never starve any more.

Beatrice I'll get you coffee. *(She exits to the kitchen.)*

Eddie What you do with a motorcycle?

Marco He dreams, he dreams.

Rodolpho *(To Marco.)* Messages! The rich people always need someone who will carry a message. But quickly, and with a great noise. With a blue motorcycle I would station myself in the courtyard of the hotel, and in a little while I would have messages.

Marco When you have no wife you have dreams.

Eddie Why can't you just walk, or take a trolley or sump'm?

Characterisation

•

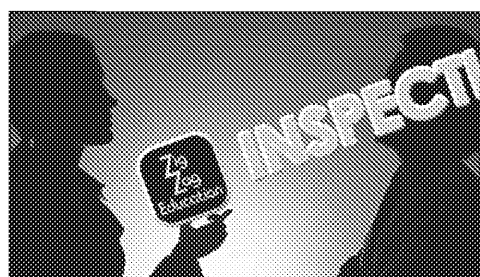
e.g. by

•

•

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As we can see, different characters use different types of words, and it's through this that a playwright can create their characters.

Now, answer the question below from the extract above:

How does Miller use language to create his characters in this extract?

Language and Emotion

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Miller uses language (words) to bring his characters' emotions vivid to life. The extract below occurs when Eddie arrives drunk and orders Rodolpho to leave. After reading the extract, complete the table below with explanations of how Miller's use of language reveals emotion.

Eddie You ain't goin' nowhere.

Catherine Eddie, I'm not gonna be a baby any more! You –

He reaches out suddenly, draws her to him, and as she strives to free herself he

Rodolpho Don't! *(He pulls on Eddie's arm.)* Stop that! Have respect for

Eddie *(spun round by Rodolpho)* You want something?

Rodolpho Yes! She'll be my wife. That is what I want. My wife!

Eddie But what're you gonna be?

Rodolpho I show you what I be!

Catherine Wait outside; don't argue with him!

Eddie Come on, show me! What're you gonna be? Show me!

Rodolpho *(with tears of rage)* Don't say that to me!

Rodolpho flies at him in attack. Eddie pins his arms, laughing, and suddenly

Catherine Eddie! Let go, ya hear me! I'll kill ya! Leggo of him!

Quotation	How the language reveals emotion
'You ain't goin' nowhere.'	The use of a double negative and the commanding tone of Eddie's words.
'I'm not gonna be a baby any more!'	
'Stop that! Have respect for her!'	
'Come on, show me! What're you gonna be? Show me!'	
'Leggo of him!'	

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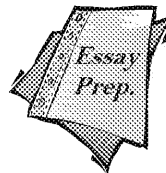


Essay Guidance

Planning Your Essay

When planning to write an essay, you must first understand exactly what you are being asked to do. Good essays are always relevant to the question. Anything that strays from the point are always marked down.

Therefore, get to know the question. Underline the key words, and read it again and again until you get a good understanding of the essay question.



Underline the key words in this question.

How does Miller present Eddie in the play?

In your answer you should consider language, form and structure.

Now explain in your own words what you would have to write an essay.

You should always make a plan of your essay. Examiners and markers like to see this because it shows that you have carefully thought about what you are going to write.

Essay plans also help you to structure your work, giving you a guide to keep to while writing the essay.

Complete this essay plan for the question above:

Essay Plan

Paragraph 1:
and what the essay is focussing on.

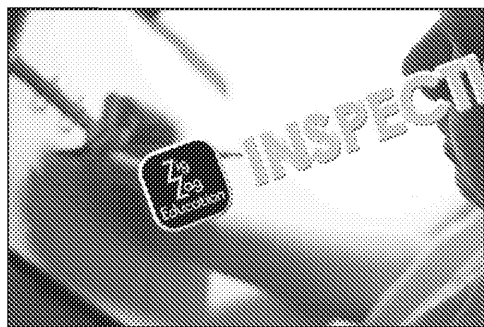
Paragraph 2:
on stage with
Beatrice plus evidence

Etc ...

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Writing an Introduction



The introduction of an essay and its purpose. There are two things you need to comment on:

- Introduce the text(s) you are looking at – name of text, publisher, writer's name.
- Explain what the essay is looking at/discussing about the text – in other words, it's the essay question.

Good essays have original beginnings. Don't settle for the uninteresting "In this essay I will discuss", but instead find a more interesting start.

Perhaps you could mention an interesting fact about the play, or you could refer to the essay question in a unique way. Give the examiner/marker a first line that is different to all the other papers they will mark!

Try not to use the first line "I think that..." make your writing more mature and confident.

e.g. Instead of writing "I think that *A View from the Bridge* is a play about..."

Write something like "A View from the Bridge" seen as a play from the Bridge...

Using the advice on this worksheet, write the introduction for the essay you have been set to write. Consider the example below, based on the previously mentioned essay question:

Due to the political circumstances of 1955, Arthur Miller created the character of Eddie Carbone in *A View from the Bridge* to voice his own views. It is through the presentation of the play's protagonist that Miller fully explores complex social themes...

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Using Evidence

When writing an essay, it is important that you use quotations to say. You can argue whatever you want about a text, but you must use evidence to prove it. This is often the difference between higher and lower grades.

Using a PEE (Point, Evidence and Explain) paragraph structure in your writing can help you attain a higher grade.



POINT

Begin your paragraph with an explanation of what you wish to make.

e.g. Miller first presents Eddie to the audience as a concerned and loving guardian with his niece Catherine.

EVIDENCE

Now support your statement with evidence from the text.

e.g. Eddie compliments Catherine that she is "one of them girls that went to college", contrasting her with the image of a "road uncle, who wears a heavy coat and a heavy hat" and wear her skirts "too short" as she is taken advantage of.



EXPLAIN

Finally you must explain what the evidence tells you and how it proves your point.

e.g. Therefore, at the beginning we are given the image of a considerate uncle and a caring absent father. However, when we read more detail we see that Eddie's characterisation in more detail reveals his concealed reasons for his concern, showing this surface point of view.

Putting these three sections together will create a supported and coherent paragraph.

Now create your own PEE paragraph that reveals another aspect of Eddie's character that Miller reveals to the audience. Take your time in choosing a quotation(s), whilst using the example above to help you with the structure.



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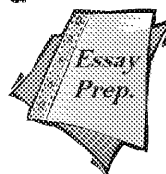


Concluding Your Essay

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The conclusion is the final paragraph of an essay. In this section you will need to sum up the points you have made (your arguments), bringing the essay to a conclusion.

In other words, a review of what the essay has been discussing.



For Example

In this essay...

How does Miller present

...you would need to summarise what you have made about Eddie's character in the play.

Therefore, writing a conclusion is a lot easier than it seems, since most of the work has already been done – all you have to do now is summarise.

Looking at the essay you have written, summarise the main point (argument) of each paragraph, except for the introduction, in a bullet-point list.

Now write a paragraph that briefly explains what was argued in each bullet-point. Finish your conclusion with a final sentence summarising what has been revealed about the subject/themes under discussion.

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Practice

When answering an exam question on the play, you must make it to a certain time limit, which your teacher will advise you of. The exam must be given their fair share of time; so a simple bullet point plan should be made in the first few minutes. For example, consider the question:

Explore how Catherine's character changes throughout the play. How do these changes affect the audience?

It is very important that you understand and stick to the question. So, underline its key words and consider all the different things that happen in the play with relation to the question. e.g. What does Catherine do in the drama? How does she change? What effect do her actions have on the plot and audience? How is she important?

Now, decide how many of these ideas you can include in your answer during the time limit.

Remember to give examples of events in the text for each point that you make (PEE – paragraphs!), and explain how each quotation proves your point (e.g. How Catherine changes during the play).

Therefore it's a good idea to make a simple bullet point plan for your answer...

Essay

Paragraph 1: Briefly introduce the play (How Catherine changes throughout the play)

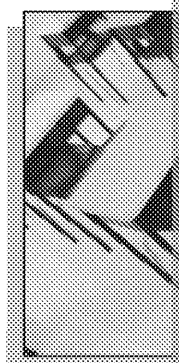
Paragraph 2: Explain how Catherine appears to change

Paragraph 3: How Catherine's character differs from the audience's arrival

Paragraph 4: How Catherine's character changes Eddie's

Etc ...

Once you have made your plan, you are ready to begin answering the question. Don't forget to use the Point, Evidence, Explain technique, while remembering to stay relevant to the question.



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Practice Questions

Working in a group of four to six people, consider these practice questions on the play. Each group member should choose one for which they will make a list of possible themes that could be an answer.

How does Miller present Mr Alfieri in the play?

In your answer you should consider language, form and structure.

Explore the importance of Eddie in the play?

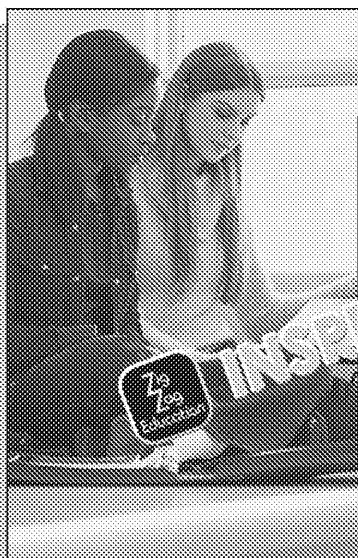
In your answer you should consider language, form and structure.

Explore the theme of loyalty in *A View from the Bridge*.

In your answer you should consider language, form and structure.

Explore how the relationship between Eddie and Catherine presents important themes in the play.

In your answer you should consider language, form and structure.



Once the group have completed their work, each member can feed back their ideas on their chosen question. Discuss each question, considering suggestions that could be made, and suggest any new ideas that may arise.

Each member of the group can now choose one for one of the questions above. Over the correct amount of time writing (approximately 40 minutes), swap answers among group members and discuss each other's work. What suggestions can you advise?

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Indicative Content

Below is some guidance on the more challenging questions and activities in the

Act 1

Catherine's News

1. From the outset of the play, students need to understand the complexities with Eddie, and his own underlying sexual attraction to his niece. She is torn and therefore not reluctant to go to Eddie.
2. Eddie's sexual attraction to his niece, blended with his protective jealousy.
3. Students should consider the working class status of Eddie's family, and how it contrasts to a higher social standing.
5. Despite the initial anxiety raised by Eddie, and the female family member's harmoniously peaceful mood is evoked, as the three characters talk and interact. However, the calm atmosphere is short-lived and is about to be thrown into chaos concerning the ostracised Vinny Bolzano and the arrival of the illegal immigrant.

Vinny Bolzano

Students will benefit from a discussion of illegal immigrants and what causes them to leave their countries. The extension activity on this worksheet could function as an appropriate precipitating this discussion.

Marco and Rodolpho: *Extension Activity*
'Paper Doll' was a hit song for the Mills Brothers, and in the United States it was a number one hit from 14th November 1943 to 22nd January 1944. The song was written by Black, who died in 1935, six years before the great success of the song swept the charts.

A Failing Relationship: *Extension Activity*

This task allows students to become familiar with the style of 'empathy questions' encountered in their exams. Advice on how to complete such an activity is provided in the Empathy Questions worksheet, located in the Essay Preparation section of the

Slander and Warnings: *Extension Activity*

Students should consider why Miller chose to include the storyline of 'forbidden' infatuation with his niece. How do we as an audience react to his feelings and actions? Do we find him repulsive? And, even more importantly, do we find it, in some

Alfieri's Advice

For the first time in the play, Alfieri becomes a character that interacts with the audience. Students should consider the various roles that he is assigned by Miller, and his relationship with the Greek chorus, which is covered in more detail on the Greek Tragedy worksheet in the

Family Discord

A discussion of Eddie's notion of 'manliness', as well as modern day society's views on masculinity, is advisable at this point of study. Eddie's bigoted view of 'what makes a real man' is evident in the character of Rodolpho. Eddie's barely concealed jibes at Rodolpho's 'effeminate' behaviour brings to light an interesting talking point on gender, and how characters

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Trials of Strength

The first act culminates with various 'trials of strength', and the implications of the final tragic events of the drama. The stage directions of when Eddie tears up his aggressive intentions towards Rodolpho, and the imminent violence of the demonstration of her own test of strength by stubbornly refusing to adhere to her husband's demands, asks Rodolpho to dance; an event which foreshadows her confident and independent end of the play.

Eddie and Rodolpho's boxing 'lesson' represents a common mode of behaviour in the male community. This tense episode anticipates the violent struggle between the two characters in the second act, while Marco's chair lifting victory prepares the audience for the inevitable conclusion of the play's conclusion.

Act 2

Lovers' Fears

1. This question focuses on Catherine's attempt, and apparent success, in gaining true affection for her, or whether he is only aiming for American citizenship.
4. Miller creates complex characters, with conflicting emotions that add to the drama. Although Eddie has acted appallingly, Catherine still feels love for her and a sense of gratefulness and duty, as reflected by her reluctance to cast him off as a coward.
5. Students should comment on the affectionate and open relationship of Rodolpho contrast to the closed and cold relationship of Eddie and Beatrice. The latter's intimacy, as demonstrated by the impotency of their sexual life, while Catherine is able to function in a loving and sexual relationship.

Tragedy Looms

Students should be encouraged to consider the dramatic form of tragedy prior to the discussion of Greek tragedy, as well as defining the term 'tragedy' by discussing other stories and texts that the class may be familiar with, such as the popular text *Blood Brothers* and other plays by Miller.

Anger and Frustration

Extension Activity

This task will allow students to become accustomed to exploring the character's confidence in their dramatic abilities.

The Arrests

Extension Activity

Students should develop an understanding of the writer's craft in this activity by discussing justice, with its sustained and recurring application throughout the play, as the audience for the Red Hook community. A discussion of Miller's political views on the play, which is covered in detail on the Political Allegory worksheet in the whole-text study pack.

Final Tragedy

1. Marco's convincing promise to leave Eddie alone is one of many events that build tension and disbelief for the audience, leading up to the dramatic climax.
2. Students should comment on how Catherine no longer hesitates in criticism at the beginning of the act, but instead feels anger and contempt for his actions, and is bitter.

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4. The fact that Eddie is killed by holding the knife in his own hand suggests that he is responsible for his death, due to his errant actions throughout the play.
5. Students could consider Eddie's deluded belief that Marco should come and rescue him as an element of 'hubris' in the tragedy, which could be likened to the overblown pride and doom of other tragic protagonists.

Plot Quiz Answers

- | | | |
|-------------------|----------------------|-----------------------|
| 1. New York | 7. Maria | 13. Provoking a fight |
| 2. Anti-informing | 8. Paper Doll | 14. Boxing |
| 3. Marilynn | 9. Catherine | 15. Two lovers |
| 4. Alfieri | 10. Jealousy | 16. Rodolpho |
| 5. She has a job | 11. Rodolpho | 17. Drunk |
| 6. Vinny Bolzano | 12. Let Catherine go | 18. Alfieri |

Whole-Text Activities

These worksheets should not be necessarily completed after reading the play; it will be most suitable for the class to explore these areas in more detail.

Context

This research activity is ideal for students working in a resource centre or IT suite in the initial stage of studying the play.

Ideas and Messages: Political Allegory

This worksheet is intended to aid students in understanding how Miller's 1955 play was written somewhat in retaliation for Elia Kazan's film *On the Waterfront*. Miller represents the actions of Kazan, who allegedly informed on friends to the HUAC, to be a shameful betrayal.

Due to the disappointing lack of film adaptations of *A View from the Bridge*, Kazan's film present suitable viewing stimulus while studying the play; the film gives a real appearance, behaviour and attitudes of longshoremen (like Eddie) working on the waterfront.

Structure: Tension

The correct order of the play's events is listed below:

- E Beatrice is nervous about the arrival of her cousins.
- N Eddie is unhappy when Catherine tells him she has a job.
- O When Rodolpho first arrives and interacts with Catherine, Eddie becomes jealous.
- H Eddie is angered by Rodolpho's actions, and tells Catherine that he's leaving her.
- A Beatrice warns Catherine of her relationship with Rodolpho.
- M Eddie seeks legal advice from Alfieri.
- G Eddie gives Rodolpho a 'hard time', followed by Marco's chair-lift.
- B Catherine and Rodolpho spend time alone together in the apartment.
- J Eddie orders Rodolpho to leave, before kissing both of the lovers.
- C Eddie warns on the brothers to the Immigration Bureau.
- F Rodolpho, Marco and two other immigrants are arrested, and Eddie is released.
- K Alfieri tries to persuade Marco not to kill Eddie.
- L Eddie refuses to let Beatrice go to the wedding, insisting on his 'right'.
- D Rodolpho tries to make peace with Eddie.
- I Marco and Eddie fight, resulting in Eddie's death.

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