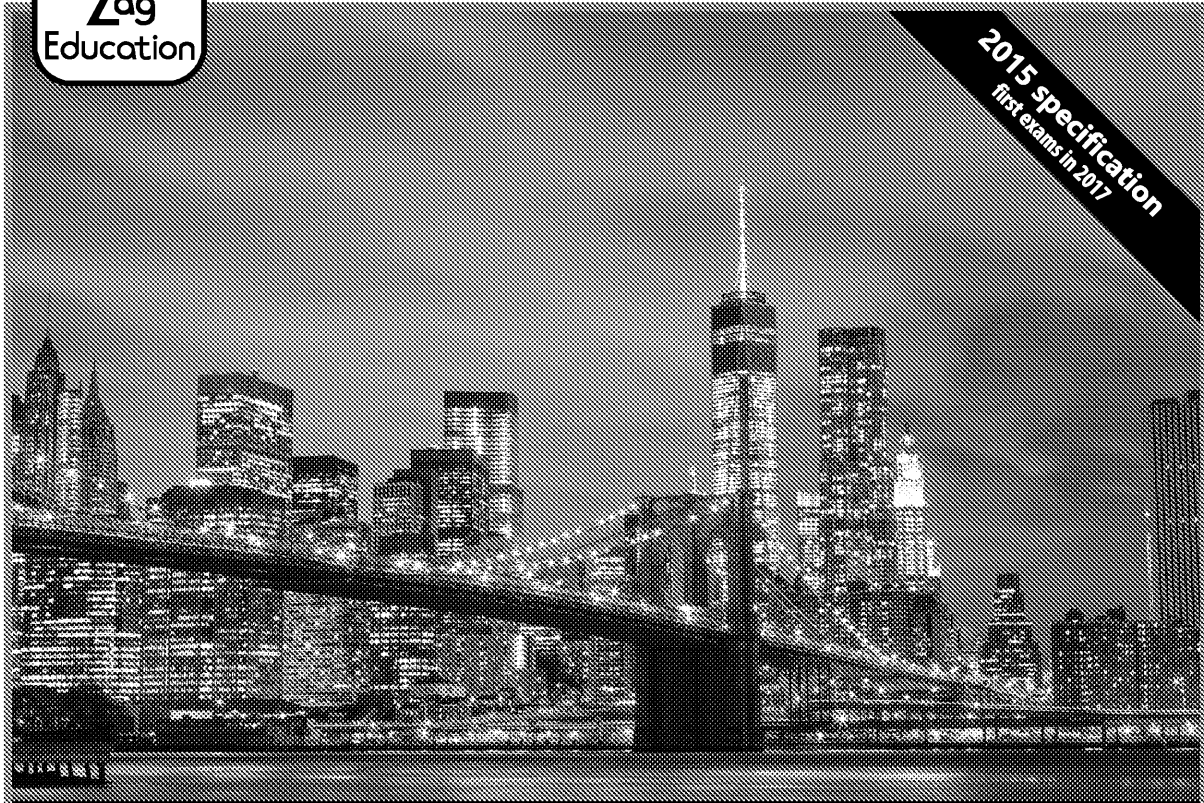




English Literature

GCSE



2015 specification  
first exams in 2017

# *A View from the Bridge*

GCSE Activity Pack

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# Teacher's Introduction

This Activity Pack offers teachers a resource for exploring Arthur Miller's *A View from the Bridge*. The worksheets provide unique tasks that cover all aspects of the play, allowing students to develop a detailed understanding of the events, characters and main themes.

Every activity concentrates on one of the four assessment objectives prescribed for assessing students in the WJEC GCSE in English Literature (see the 'Specification Information' section).

The assessment objective for each main activity is labelled with the pen and book logo on the right side of the activity box.



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



There is a scene-by-scene section that provides activities for students to complete as they read through the play to consolidate their understanding. There is also a whole-text section that explores the key themes, issues, language and critical reception of the play, with activities on topics such as justice, Greek tragedy, Miller's life, and more. There is a multiple-choice quiz to check understanding of the whole play. In addition to this, a section is dedicated to improving exam and essay-writing skills, offering 'down to earth' advice to students. This section also features practice exam questions.

Suggested answers have been provided for all activities in the 'Indicative Content' section of the pack, which has been included for teachers who are not so familiar with the play to provide points for discussion, or help students who might be struggling.

This resource was built using the Penguin Classics edition of *A View from the Bridge / All My Sons*. *A View from the Bridge* is a timeless classic that covers themes still relevant today – loyalty, justice, love and betrayal, illegal immigration – which is what makes it so interesting to study. Eddie is a compelling tragic hero; we know what he needs to do, or stop doing, but due to his nature we know he never will. Like Alfieri, the audience can only watch and be enthralled by his path to destruction.

April 2023

## Specification Information

This pack applies to the following components of the WJEC GCSE in English Literature: **Unit 2b: Contemporary drama and literary heritage prose.**

Unit 2b is worth 40% of the total qualification. In this component candidates will study two texts, one Contemporary Drama text and one Literary Heritage Prose text.

Questions for WJEC GCSE in English Literature will test the following assessment

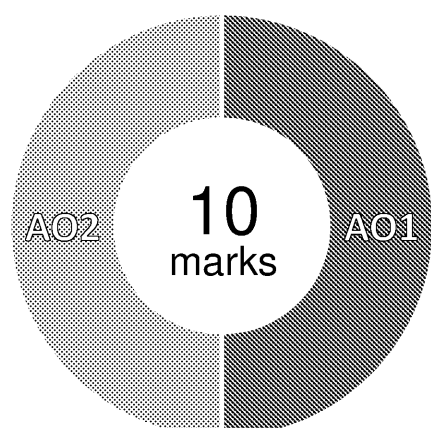
- AO1: Respond to texts critically and imaginatively; select and evaluate relevant support interpretations
- AO2: Explain how language, structure and form contribute to writers' presentations
- AO3: Make comparisons and explain links between texts, evaluating writers' meaning and achieving effects
- AO4: Relate texts to their social, cultural and historical contexts; explain links significant to self, and other readers in different contexts and at different times

This Activity Pack provides engaging and comprehensive activities that cover the four GCSE WJEC. There is a primary focus on AO1 and AO2, owing to these being the skills that will be examined on for the study of Contemporary Drama. However, this resource also covers AO3 (the structure, setting, themes and characters, thus allowing students to develop their understanding of the structure, setting, themes and characters, thus allowing students to develop their understanding of the links between texts and the contexts in which they were written), and develop a better understanding of the contexts in which they were written).

### Unit 2b: Contemporary Drama and Literary Heritage Prose: Contemporary Drama

- Closed-book, written exam
- Two part question
- 30 marks in total:
  - Part One: extract-based question
    - AO1: 5 marks
    - AO2: 5 marks
  - Part Two: a choice of two essay questions on the whole text
    - AO1: 6.6 marks
    - AO2: 13.4 marks
- Unit 2b overall is 2 hours long and is worth 40% of the GCSE

### Part 1



AO2

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## Activity Overview

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

Activity	AO
<b>Section-by-Section Activities</b>	
Alfieri and Red Hook	1
<i>Extension Activity</i>	4
Family Affairs	2
<i>Extension Activity</i>	1
Catherine's News	1
<i>Extension Activity</i>	2
Vinny Bolzano	1
<i>Extension Activity</i>	4
Marco and Rodolpho	2
<i>Extension Activity</i>	2
A Failing Relationship	1
<i>Extension Activity</i>	2
Slander and Warnings	1
<i>Extension Activity</i>	4
Alfieri's Advice	2
<i>Extension Activity</i>	2
Family Discord	2
<i>Extension Activity</i>	1
Trials of Strength	1
<i>Extension Activity</i>	2
Lover's Fears	1
<i>Extension Activity</i>	2
Violent Actions	2
<i>Extension Activity</i>	1
Tragedy Looms	2
<i>Extension Activity</i>	1
Anger and Frustration	1 & 2
<i>Extension Activity</i>	4
The Arrests	1
<i>Extension Activity</i>	2
Final Tragedy	1
<i>Extension Activity</i>	2

Activity
<b>Whole</b>
Plot Quiz
Justice
<i>Extension Activity</i>
Guilt
Political Allegory
Masculinity
<i>Extension Activity</i>
Red Hook
The Set
<i>Extension Activity</i>
Building Character
<i>Extension Activity</i>
Audience Reactions
Changes over Time
Developments
Exploration
Greek Tragedy
<i>Extension Activity</i>
A Play for the Stage
The Narrator
Tension
<i>Extension Activity</i>
Dramatic Devices
Language Shaping Context
Language and Emotion

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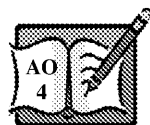
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# Pre-Reading Activities

## Context

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



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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	

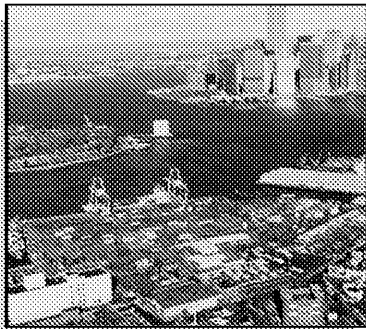
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# Section-by-Section Activities:

## Alfieri and Red Hook

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



1. Looking through the first two pages, find quotations or stage directions that create these statements about the history of the play:
  - A. Red Hook is known for its history of crime.
  - B. The ethnic background of the people living in Red Hook is an important part of the play's atmosphere.
  - C. Historical persons are mentioned to create an atmosphere of crime and danger.
  - D. Justice is important, but it is often served through illegal means.
  - E. The crime in Red Hook is often committed by people who are poor and desperate.
2. Describe the atmosphere created by Alfieri and Miller at the beginning of the play. What can we expect to occur in the upcoming drama?

3. What does the notion of 'justice' really mean?
  - A. Define the concept in your own words, as you would expect to find it in a dictionary.
  - B. Should justice always be served, regardless of its means? Is it right to seek justice via illegal or immoral means?

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



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# Family Affairs

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**Pages 13–17:** Eddie, a longshoreman returning home from work to his niece Catherine, who is upset by his comments about her dress behaviour. With the appearance of his wife Beatrice, Eddie announces the imminent arrival of her two cousins, who are illegal immigrants from Italy.

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

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

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2. Imagine you are directing a play's beginning. How would you direct the actors in playing roles? Give me your suggestions on:

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





# Catherine's News

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**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 beginning of the play, and the job she has been offered.
2. How does Eddie respond to the job offer? Why does he act that way? Use a quotation to support your comment.
3. Eddie says to his niece "I want you to be with a different kind of man." What does this reveal about Eddie and his hopes for Catherine?
4. Explain how Beatrice reacts to Eddie's negative attitude, and how she finally agrees to Catherine accepting the job.
5. Describe the mood of the scene after Eddie's acceptance (pages 20–21). How do the three react together?

6. 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 and stage directions to support your comments.



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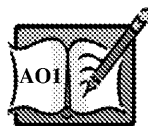


# Vinny Bolzano

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

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

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



2. Imagine you had to travel to a new country, and travel to a new home. How would you feel about having to hide your identity and being seen by anyone?

How would you feel about this situation?

Describe your thoughts and emotions on arriving in a somewhat unwelcoming environment, empathising with the people who are being endangered by the situation.

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# Marco and Rodolph

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**Pages 26–33:** The secret arrival of Beatrice’s cousins, Marco and Rodolpho, is met with a friendly and welcoming atmosphere. It isn’t long before Eddie takes a dislike to the lively character of R

- Use the table below to explain what is revealed about the characters of Marco and Rodolpho, and the effect they have on their host Eddie.

Quotations from pages 26–33	Speaker	What is revealed
i. “This will be the first house I ever walked into in America! Imagine!”	Rodolpho	<i>The brothers have never been experienced natures. Rodolpho is an excited and lively character with new experiences.</i>
ii. “but soon maybe we can have our own house”		
iii. “My wife - I want to send right away maybe twenty dollars”		
iv. “And I took his place in the garden of the hotel. Three arias I sang without a mistake!”		
v. “Especially when they are so beautiful!”		
vi. “What’s the high heels for, Garbo?”		



- The singing of the song ‘P’ creates a conflict of emotions for the audience watching the play on the stage.

Comment on the lyrics of the song and what they reveal about the effect on Catherine and Eddie and how they hint at what will happen later on in the play.

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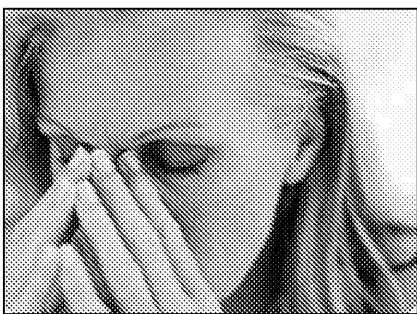
# A Failing Relationship

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**Pages 34–38:** As time passes, Eddie’s concerns over the behavior of Rodolpho increase, and his ‘unhealthy’ obsession with Catherine emphasises the problems of his failing relationship with Beatrice.

1. Fill in the table below with quotations and stage directions from Eddie’s troubled mind, explaining in the right-hand column how his concerns negatively affect the relationship with his wife Beatrice.

Events	Quotations	How this affects the relationship
Eddie’s life has now changed.	<i>“there was a trouble that would not go away” (page 34)</i>	<i>The arrival of the illegals has changed their relationship, and Eddie’s concerns for safety have been experienced.</i>
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.		



2. Create a dramatic monologue for Beatrice, voicing her feelings about her husband’s state of mind and how it has changed since the arrival of the cousins.

Use relevant details from the text to support your work.

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# Slander and Warning

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**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 later warned by Beatrice to be wary of Eddie and the negative impact his relationship has on her.

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

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

C. "You going to leave her alone? Or you gonna drive me crazy?"

D. "Just go, you understand? You have to figure it out - You're a man."

2. During this scene, Beatrice seriously warns Catherine of her relationship with Eddie, as the young lady realises that she must treat the situation differently.
  - A. Through reading the play so far, what do we learn about the relationship of Eddie and Catherine?
  - B. How and why has the connection between uncle and niece changed?
  - C. Why is it unsettling for the audience?



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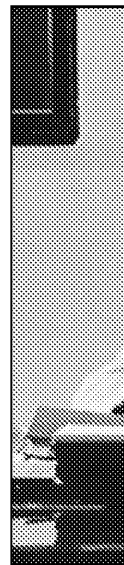
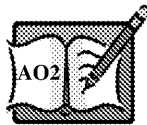
# Alfieri's Advice

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

1. 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'. Use quotations and stage directions to inform your choices.

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

2. 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?



3. What does the state of Eddie reveal about the state of the play?

Looking through quotations that show a character who is angry and concerned, the character is un...

Explain how Miller uses language (choice of words and phrases) to show the character's trou...

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# Family Discord

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**Pages 50–56:** The scene now returns to Eddie’s home, where M Rodolpho talk about their life in Italy. Despite the surface appearance of peace and family life, Eddie’s hostile thoughts towards Rodolpho become more and more apparent.

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

Quotations	How Eddie disrupts the peace
i. “I know lemons are green, for Christ’s sake” (page 51)	
ii. “I betcha there’s plenty surprises sometimes when those guys get back” (page 52)	
iii. “It ain’t so free here, Rodolpho, like you think” (page 52)	
iv. “If he’s here to work, then he should work” (page 54)	
v. “He sings, he cooks...” (page 55)	

2. 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

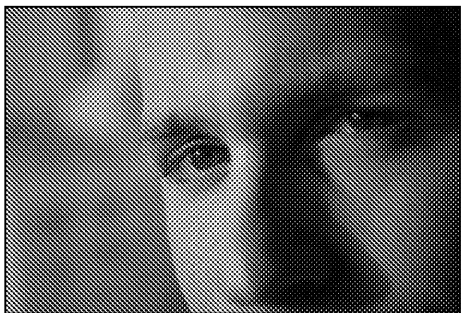
**Pages 56–58:** Tensions rise, as Eddie's hostility towards Rodolfo continues. While Catherine seeks to assert her own independence, she tries to overpower and embarrass his rival in a boxing match. It is Eddie who is overpowered by Marco as the act draws to a close.

1. 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?

- A. Eddie tears up his newspaper
- B. Catherine asks Rodolpho to dance
- C. Eddie gives Rodolpho a boxing 'lesson'
- D. Marco challenges Eddie to a chair lifting contest



2. We soon realise how alone Eddie has become. Explain the status of each of the four characters relative to Eddie at the end of the play.

Explain the status of each of the four characters relative to Eddie at the end of the play. What significance do the various 'trials of strength' have?

- A. Beatrice
- B. Catherine
- C. Rodolpho
- D. 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. The scene creates an atmosphere of tenderness and love, as well as of deep rooted concerns, while Catherine strives to discover Rodolpho's true intentions...



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

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

*Show how Miller creates an impression of tenderness and love in this extract.*  
(pages 59–62)

Remembering to use a PEE (Point, Evidence, Explain) structure, write a response 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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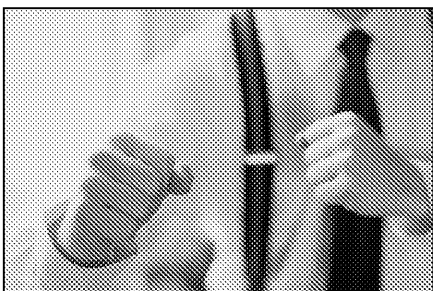


# Violent Actions

**Pages 63–65:** As Catherine and Rodolpho are in the bedroom in love, Eddie returns home drunk. Eddie is furious and orders Rodolpho to leave. The scene resorts to acts of violence and anger, as the dramatic 'triangle' comes to a crisis.

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

Character	Physical actions described in the stage directions	What these directions tell us about the character
Eddie		
Catherine		
Rodolpho		



2. Answer this question in your own words. Write in the first person.

*Imagine you are a character in the scene following the dramatic extract (pages 63–65) of this extract (pages 63–65). Explain your feelings, thoughts and feelings regarding recent events.*

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# Tragedy Looms

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**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 Eddie change his actions underlines the unavoidable tragedy that is going to strike, following Eddie's plea to the immigration office...

## QUOTATION A

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

## QUOTATION B

"I had lost my spirit" (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" (page 67)  
*follows into the next page*

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

2. 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 exam-style question:



*What do you think about how Miller uses 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 returns home, where he is unhappy to learn that Catherine and Beatrice have moved upstairs into a rented apartment. A heated discussion between husband and wife...

## 1. 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.



## 2. Working in a group of five, rehearse a 'Jeremy Kyle' style show where the chair is Beatrice, Catherine and Rodolpho discuss their problems and the host of the show is Eddie.

Remember, each group must 'perform' as if they are playing a role in a language and culture.

What accusations will be made? What heated exchanges will occur? 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, along with two other immigrants new to the building. Within moments Eddie is distrusted by his wife, family and the Red Hook community...



1. Looking through pages 71 to 77 that reveal these events, which in chronological order:
  - A. Beatrice is very angry with Eddie and is close to reaching 'boiling point'.
  - B. Eddie tries to reassert his 'right' to work.
  - C. He is childishy upset when he learns of Catherine's imminent wedding.
  - D. Catherine is cold and confident when she tells her uncle.
  - E. Eddie is very concerned when he learns about Lipari's nephew.
  - F. Beatrice suspects Eddie of infidelity.
  - G. A tragic doom is hinted at by the description of Marco's character.
  - H. Members of the Red Hook community suspect Eddie.

2. 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 Vinny Bolzano, the informer 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 toward a tragic ending with the recurring mood of inevitable doom. Despite futile warnings made to both Eddie and Marco, the characters rush relentlessly on into a vicious 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?



6. An epilogue is a direct address to the audience at the end of a drama, commenting on the conclusions to be drawn.
  - A. Summarise Alfieri's epilogue. How does he view Eddie and his actions?
  - B. What mood does the epilogue create for the audience, as the curtain falls?
  - C. What effect is Miller trying to produce?

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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?**
  - Vinnie Jones
  - Vinny Bolzano
  - Rodolpho
- 7. Who says, 'M send right av**
  - Marco
  - Eddie
  - Alfieri
- 8. Rodolpho's s**
  - 'Toy Boy
  - 'Red Dog
  - 'Paper D
- 9. 'What's the h**  
**Who is Eddie**
  - Catherine
  - Rodolpho
  - Beatrice
- 10. Eddie's react**
  - Racism
  - Jealousy
  - Respect
- 11. 'You don't ha**  
**you're a won**
  - Beatrice
  - Mrs Alfie
  - Rodolpho
- 12. Alfieri warns**
  - Let Cath
  - Keep her
  - Encourag

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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 secret
  - Fight all the
  - Rent an a
21. 'He killed my \_\_\_\_\_ accusing Ed
- Rodolpho
  - Marco
  - Alfieri
22. The manner \_\_\_\_\_ represent his \_\_\_\_\_
- Self-destruct
  - Racial ign
  - Poor soc

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# Themes

## Justice

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1. From the very beginning of the play, justice is presented by 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 of the play.

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

B. The story of Vittoria and Beatrice.

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

D. Lipari and other members of the community turn on Eddie.

E. Marco seeks revenge on Eddie.

F. Alfieri concludes with the statement that justice is "for half".

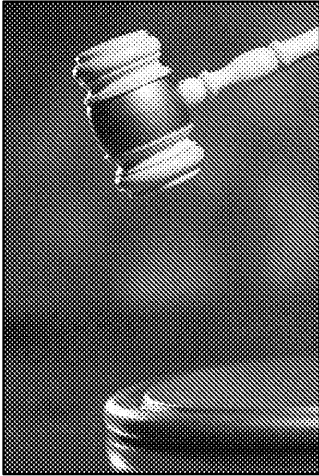
2. Now, answer this exam-style question, using the quotations that you have collected in the boxes above, and writing in PEE paragraphs.

*The theme of justice is important in A View from the Bridge. How is justice presented in the play?*

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# Guilt



For this task you and your group will present a fictional court trial, where Marco is charged with the murder of Eddie.

Your group must carefully plan who you will play whom, as well as the content of the trial. What accusations will be made? And which witnesses will be called?

Discuss ideas with your group, (is Marco guilty of murder?) before starting below 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	
Final Verdict	

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## Guilt: Peer-assessment

Each group will now take turns performing their trial scenes. As you watch the performance, you should answer the questions in the table below. You should also assess your own performance as well!

Group	How are different characters portrayed?	Do you agree with the jury's verdict?

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# Ideas and Messa

## Political Allegor

Miller's plays often feature stories that hide major political issues that he was con-  
fictional story that symbolises real life events. Therefore, when studying *A View fr*  
historical and social contexts of the time.

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 Un-American Activities  
Committee (HUAC) was created for the purpose of hunting  
and punishing people with Communist beliefs.

The HUAC encouraged members of the entertainment  
industry to inform on colleagues whom they suspected of  
being Communists. Anyone labelled as a Communist would  
be blacklisted and therefore banned from working in the  
USA. In 1953 Miller wrote the play *The Crucible* about a  
witch hunt against an innocent girl, which is an allegory for  
the 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

deep betrayal, wh  
opposite belief an  
Kazan supported  
*Waterfront*, which  
who gives testim  
him. Due to Miller  
Kazan created thi  
with the HUAC.

In contrast, Miller  
thought it was a s  
people who migh  
refused to give na  
to prison for his v  
form (making a m  
his own art (writi  
after Kazan's film  
*View from the Brid*

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

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# Masculinity

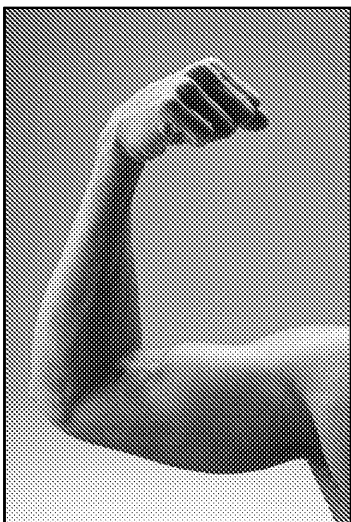
- Make a list of common things that are regarded as being macho, e.g. beer, weightlifting, etc. Now, make a list considered as being feminine, e.g. make-up, pink, etc.
  - In your opinion, is it right to consider these items and is being strictly masculine or feminine? Do you think Eddie to criticise Rodolpho in the play?

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

B. "Come on, Rodolpho, you pass for a man."

C. "When am I gonna be a wife again, Eddie?" (page 35)

D. "I mean, I can't come sing, I dress in waterf..."



- Throughout the play Eddie talks about manliness, and compares it to a masculine way, which he asks the male characters to adhere to.

Explain what the different quotations above reveal about Eddie's character and his thoughts about this concept in the play.

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# Setting

## Red Hook

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1. When you imagine Red Hook, what do you picture? Where do you think this image comes from? How do you think Miller shows his view of Red Hook?
  - A. Explain how Miller creates a sense of setting through his descriptions.
  - B. Discuss how Miller's own life, the time period and location (New York) influence the play's setting.

2. Throughout the play, America and Italy are compared and contrasted, both in terms of setting and ideology. Fill out the table below to explain how Red Hook and Italy are presented. Use quotations to support your answers.

Red Hook	
<p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>	<p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>

3. Can you identify any similarities or differences? Explain what techniques Miller uses to describe and establish setting.

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## The Set

*[The street and house-front of a tenement building. The front is skeletal entirely. The main acting area is the living-room-dining-room of Eddie's apartment.] (page 10)*

1. These are the opening stage directions of *A View from the Bridge*. Unlike in other plays, the set does not change at all, with the same main locations shown on stage at all times. Consider the following questions and make notes for each.

A. What does the description of the Carbone apartment tell us about the family?

B. What effect do the main locations have?

C. What is the significance of having the phone booth covered or uncovered?

D. Apart from the main locations are there any other props or set pieces?

2. Now answer this exam-style question, using the quotations collected in the boxes above. Don't forget to write in PEE.

*Explore how Miller creates tension in A View from the Bridge. How are props and setting used to achieve this?*

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# Characterisation

## Building Character

Characterisation is the process of creating or constructing characters. It is usually done through their actions, mannerisms, dialogue and descriptions. There are six main characters in the play, all of whom make very distinct.

1. Fill out the table below with one piece of dialogue and one stage direction and explain what they reveal about each character.

Character	Quotation / Stage Direction	
Alfieri		
Eddie		
Catherine		
Beatrice		
Marco		
Rodolpho		

2. Now, answer this exam-style question, using the quotation collected in the boxes above. Don't forget to write in PEE.

*How does Miller present the character of Marco in A View from the Bridge?*

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# Audience Reactions to Cha

Playwrights aim to make audiences react differently to the cast of c  
For example, how we would view Rodolpho is very different to how  
view Eddie. Read this extract below, where Eddie is about to challenge  
Rodolpho to a boxing fight. How would an audience respond to his

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

**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 a  
men. 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, believe me.  
*(Slight pause. He looks away, then back to Beatrice.)* That's why  
no place for him. *(They stop dancing. Rodolpho turns off p*  
me – I can't cook, I can't sing, I can't make dresses, so I'm

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

2. Now, read the extract again and answer the following question: What do you think about the way Eddie speaks and behaves in this extract? Use quotations to support your answer.



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# Changes over Time

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

Character	Emotional state at beginning of play	Emotional state at end of play
Marco		
Rodolpho		
Catherine		
Beatrice		



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# Relationships

## Developments

1. Eddie is the main character and tragic hero of the play. His other characters change over the course of the play due to

Fill in this table with notes on what his relationships are like beginning of the play and the end of the play.

Eddie's relationship with...	Beginning of play	
Catherine		
Beatrice		
Rodolpho		
Marco		

2. Now, discuss what caused each relationship to change. Can you find evidence in the text to show these changes? Find at least one quotation (from dialogue or stage directions) for each relationship and explain how it shows the changes in the relationship.

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# Exploration

1. There are a variety of relationships shown throughout the quotes below, discuss what they reveal about a relationship

A. 'I told you fifty times already, you can't act the way you act.' (page 43)

C. '[he transforms what might appear like a glare of warning into a smile of triumph]' (page 58)

E. 'I don't like the way you talk to me, Beatrice.' (page 68)

D.

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Are there any relationships in the play that are more effective than others? Do you think they're believable?

2. Discuss what makes the relationships in the play more or less believable. You may want to take the play's time period into account.



# Form

## Greek Tragedy

1. Miller structured *A View from the Bridge* within the form of classical Greek tragedy, while using subtle changes and modern equivalents to achieve a similar effect of tragic doom. Refer to the information in the table below, explain how Miller uses Greek features in his play.

### A. 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:**

### B

In ancient tragedies the hero usually had a tragic flaw about their own downfall of character. Their downfall would affect the audience to feel pity for the hero would affect the

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

### C. Chorus

The chorus of a Greek play was a group of characters that are 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:**

### D

Although tragedies usually end in tragedy, the play's main character's society could 'return to normal' after the tragedy, society is restored and order is regained. Tragedies often end with the chorus concluding the play.

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

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

*What do you think of the way Miller creates mood in the play?  
Provide reasons for your answer.*



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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.

1. The play ends with a fight between Eddie and Marco, in a street in a family. Eddie attacks Marco with a knife, but the blade is turned away. It is unclear whether Marco intended to stab Eddie, who dies as the result.

Use the plan of the stage below to organise your own production. Working closely with the text, choose where to place each character, furniture, props and materials relevant to the events. Once you have done this, think about how you would present the lighting, sound effects and acting of the scene. How can you 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
	1	2	3	4	5	6	7	8	9	10	11	12	13	D	14	15	16	17	18	19
		1	2	3	4	5	6	7	8	9	10	11	12	C	13	14	15	16	17	18
			1	2	3	4	5	6	7	8	9	10	11	B	12	13	14	15	16	17
				1	2	3	4	5	6	7	8	9	10	A	11	12	13	14	15	16

## STALLS

## STAGE

*Place characters and props here*

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2. Once you have planned this scene, complete these three sentences.
  - A. A play is different to a film because...
  - B. A play is different to a novel because...
  - C. Putting on a performance of *A View from the Bridge* would...

# Structure

## The Narrator

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1. Alfieri acts as the narrator for *A View from the Bridge* and represents a Greek chorus in a tragedy. Consider the two quotes below and the effect of Alfieri narrating the prologue and epilogue is.

### Prologue

'and yet...every few years there is still a case, and as parties tell me what the trouble is, the flat air in my office suddenly washes in with the green scent of the sea, the dust in this air is blown away and the thought comes that in some Caesar's year, in Calabria perhaps or on the cliff at Syracuse, another lawyer, quite differently dressed, heard the same complaint and sat there as powerless as I, and watched it run its bloody course.' (page 12)

### Epilogue

'Most of the time now we know it better. But the truth is how wrong he was, tremble, for I confess the pure calls to me from good, but himself pure will love him more than And yet, it is better to And so I mourn him - I alarm'

2. Consider Alfieri's role in the play and answer the following questions.

A. While Alfieri is the narrator, he also acts as a character within the play, interacting with Eddie and the others. What is the purpose of this and what effect does it have?

B. In the prologue, we watch a bloody case. What effect does this have on the audience?

C. What effect does Alfieri's first line in the prologue, 'You wouldn't know it, but something amusing has just happened' (page 10) have on tone? How does this impact the audience?

D. How do the themes of the epilogue relate to the themes of the play?

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# Tension

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1. Throughout the play Miller organises and structures event tension for the audience. This use of suspense engages our making us concerned about the play's characters. Below find a selection of events that allow us to analyse the use 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. E to
D. Rodolpho tries to make peace with Eddie.	E. Beatrice is nervous about the arrival of her cousins.	F. R o a
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. M re
J. Eddie orders Rodolpho to leave, before kissing both of the lovers.	K. Alfieri tries to persuade Marco not to kill Eddie.	L. E to h
M. Eddie seeks legal advice from Alfieri.	N. Eddie is unhappy when Catherine tells him she has a job.	O. V a E

2. 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 play's most tense and thrilling parts
- The impact of events that are less tense
- Why Miller uses tension



3. 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 to a story or to create a particular effect upon the audience. Consider these common dramatic devices below.

### Dramatic irony

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

Tragic main character with much pride, just before his fall.

### Soliloquy

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

Juxtaposing two scenes that are different in mood or setting.

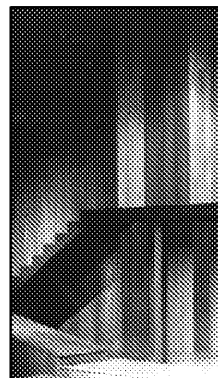
### Tension

Creating suspense with mysterious or dangerous events.

Plot twist: Letting the villain be rewarded.

1. 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 other formats (e.g. films, novels, etc.)? How are they used differently in other formats? How are they similar?

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



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# Language Shaping Character

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

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

1.

**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.)* Why? *(To Eddie.)* Messages! The rich people in the hotel 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.

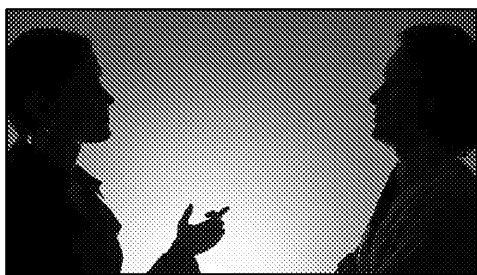
**Marco** When you have no wife you have dreams.

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

2. As we can see, different characters use different types of words and phrases. Consider the use of language that affects the fine details of their characters.

Read the extract again and answer the following question: What does the way language is used here tell you about the characters? Support your answer.

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## Language and Emotion

Miller uses language (words) to bring his characters' emotions vivid to life. The extract below (page 64) 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' nowheres.  
**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 kisses her.*  
**Rodolpho** Don't! *(He pulls on Eddie's arm.)* Stop that! Have respect for her!  
**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 kisses her.*  
**Catherine** Eddie! Let go, ya hear me! I'll kill you! Leggo of him!

Quotations (p. 64)	How the language reveals emotion
i. 'You ain't goin' nowheres.'	<i>The use of a double negative and the commanding tone of Eddie's words.</i>
ii. 'I'm not gonna be a baby any more!'	
iii. 'Stop that! Have respect for her!'	
iv. 'Come on, show me! What're you gonna be? Show me!'	
v. 'Leggo of him!'	

1. Create a graph mapping the characters' emotional states throughout the extract, marking each point with the moment of high or low emotion it represents.

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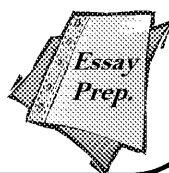


# Essay Guidance

## 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, while essays that stray 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 A View from the Bridge? Provide reasoning and evidence for your answer.*

Now explain in your own words what you would have to write in this 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 whilst writing the essay.

Complete this essay plan for the question above:



Paragraph 1  
and what the  
focussing on

Paragraph 2  
on stage with  
Beatrice plus

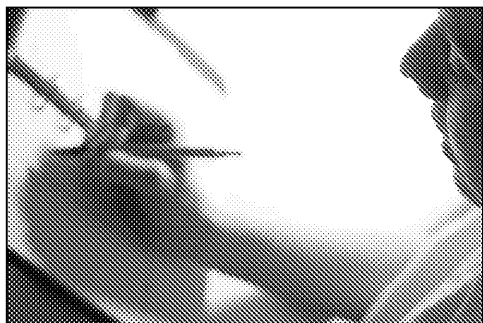
Etc ...

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# Writing an Introduction



The introduction of an essay should be clear and to the point. There are three things you need to comment on:

- Introduce the text(s) you are writing about – name of text, publisher, author/writer's name.
- Explain what the essay is about – looking at/discussing a particular aspect of the text – in other words, identify 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 know 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 person "I" – make your writing sound mature and confident.

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

Write something like "The play *A View from the Bridge* is set in 1950s Italy, seen as a play about..."

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

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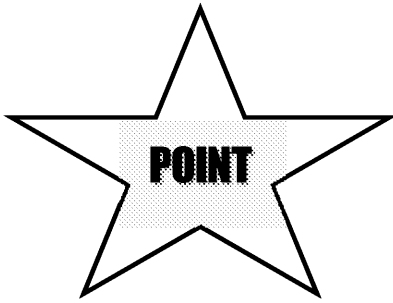
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# Using Evidence

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

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



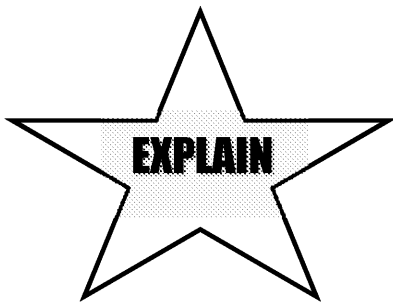
**Begin your paragraph with an explanation of what you wish to make.**

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



**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 that of a proud uncle, who warns his niece not to be "too showy" and wear her skirts "too short" as she has "been taken advantage of."



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

e.g. Therefore, at the beginning we are given a clear image of a considerate uncle acting as a substitute for an absent father. However, when looking at Eddie's characterisation in more detail, we can see that Eddie's reasons for his concerns are not just from this surface point of view.

Putting these three sections together will create a supported and well-structured paragraph.

Now create your own PEE paragraph that reveals another aspect of a 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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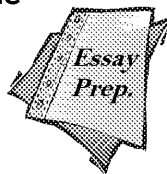


## Concluding Your Essay

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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, it is a review of what the essay has been discussing.



For Example

In this essay...

*How does Miller present*

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

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

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 subjects/themes under discussion.

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# Practice

When answering an exam question on the play, you must make a certain time limit, which your teacher will advise you of. Other exam questions must be given their fair share of time; so a simple but well-structured answer must be made in the first few minutes. For example, consider this question:

*What do you think of Catherine's presentation throughout the play? Use quotations to support your answer.*

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 the 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 through the play)

Paragraph 2: Explain how Catherine appears to change

Paragraph 3: How Catherine differs from other characters (Rodolph)

Paragraph 4: How Catherine's actions affect Eddie's life

Etc ...

Once you have made your plan, you are ready to begin answering the question. Don't forget to write using the Point, Evidence, Explain technique, while remaining 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 question and they will make a list of possible points that could be used in an answer.

1. Explore how Miller presents Mr Alfieri in the play and the audience's response to him.
2. 'Eddie is the most important character in the play.' To what extent do you agree with this statement?
3. What do you think about the way the theme of loyalty is presented in *A View from the Bridge*? Use quotations to support your answer.
4. How does Miller present the relationship between Eddie and Cathleen?



Once the group have completed their work, each group member can feed back their ideas on the chosen question. Discuss each question, considering quotations that could be used, and suggesting any new ideas that may be added.

Each member of the group can now choose to answer for one of the questions above. Once the correct amount of time writing has passed (10 minutes), swap answers among the group (5 minutes), and discuss each other's work. What suggestions can you give?

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## Indicative Content / Suggested Activities

Below is some guidance on the questions and activities in this Activity Pack. Where answers (e.g. the whole plot quiz), most of this guidance is subjective and meant to prompt discussions.

### Pre-reading Activities

#### Context

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

Birth, youth and family	<ul style="list-style-type: none"> <li>• Born in Harlem, New York City, in 1915</li> <li>• Parents were Isidore and Augusta Miller</li> <li>• His father was a Polish-Jewish immigrant and ran a coal business</li> <li>• He had four children</li> <li>• He was the father-in-law of Daniel Day Lewis (a well-known actor)</li> </ul>
First successes	<ul style="list-style-type: none"> <li>• <i>All My Sons</i>, 1947               <ul style="list-style-type: none"> <li>◦ explores family relationships</li> <li>◦ a criticism of the military-industrial complex and the Cold War</li> <li>◦ won a Tony Award for Best Author and Best Director</li> </ul> </li> <li>• <i>Death of a Salesman</i>, 1949               <ul style="list-style-type: none"> <li>◦ explores themes of reality, truth and infidelity (cheating)</li> <li>◦ two-act tragedy</li> <li>◦ questions the American dream</li> <li>◦ won a Pulitzer Prize for Drama and a Tony Award for Best Play</li> </ul> </li> <li>• <i>The Crucible</i>, 1953               <ul style="list-style-type: none"> <li>◦ a criticism of anti-communist fears at the time</li> <li>◦ published near the beginning of the Cold War (between 1945 and 1991)</li> <li>◦ won a Tony Award for Best Play</li> </ul> </li> </ul>
Interesting aspects of Miller's life	<ul style="list-style-type: none"> <li>• Married Marilyn Monroe in 1956; they got divorced in 1961</li> <li>• He grew up during the Great Depression (1929–1939)</li> <li>• He received the 'Avery Hopwood Award for young playwrights' in 1938</li> <li>• He was found in contempt of court (unfairly influencing the jury) to name suspected communists during a congressional hearing in 1956</li> </ul>
Famous works (plays, other writings, etc.)	<ul style="list-style-type: none"> <li>• <i>Tragedy and the Common Man</i>, 1949</li> <li>• <i>The Crucible</i>, 1953</li> <li>• <i>A View from the Bridge</i>, 1955</li> <li>• <i>The Misfits</i>, 1961</li> <li>• <i>After the Fall</i>, 1968</li> <li>• <i>Broken Glass</i>, 1994</li> <li>• <i>Timebends</i> (autobiography), 1987</li> </ul>
Political and moral beliefs	<ul style="list-style-type: none"> <li>• Influenced by his experience with the Wall Street Crash and the Red Scare (anti-communist panic)</li> <li>• Human rights activist</li> <li>• Held liberal political views</li> <li>• Criticised American society, particularly its inequalities</li> </ul>

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## Section-by-section Activities: Act One

### Alfieri and Red Hook

1.
  - A. 'In this neighbourhood, to meet a lawyer or a priest on the street is unlu
  - B. 'in Sicily, from where their fathers came, the law has not been a friendly beaten.' (page 12)
  - C. 'Al Capone, the greatest Carthaginian of all, was learning his trade on th
  - D. 'Oh, there were many here who were justly shot by unjust men.' (page 1
  - E. 'another lawyer ... heard the same complaint and set there as powerless bloody course.' (page 12)
2.
  - An uneasy atmosphere: 'You see how uneasily they nod to me?' (page 1 and murder suggests there is crime and murder about to happen.
  - A run-down atmosphere: words like 'skeletal' and 'sparse' in the stage c saying, 'The dust in this air is blown away' (page 12)
  - A tragic atmosphere: the events of the play have already taken place, so changing them. Alfieri says he 'watched it run its bloody course'.
  - Therefore, we can expect crime, death, murder and tragedy.
3. These questions ask for a personal response from students, so answers will v
  - A. The punishment fitting the crime. / The justice system carrying out trial Behaviour that is fair or morally correct.
  - B.
    - The correct people being punished for crimes.
    - Natural law, e.g. the US Declaration of Independence (and *Hamilton* self-evident, that all men are created equal'.
    - Giving all people a fair trial, which justice systems around the wor don't always succeed).

### Family Affairs

1.

Eddie	Protective of, and concerned for, his niece Catherine.	'You lo to colle
	Fond of Catherine and likes talking to her.	'Eddie it' (pag
	The head of the household and wants to be respected and treated as such.	'As lon sleep' (
Catherine	Wants Eddie's approval and enjoys his attention.	'You li
	Is becoming independent from Eddie and Beatrice.	'Eddie,
Beatrice	Wants to make a good first impression on her cousins. Keeps things clean and in order.	'I was g wax th
	Knows Eddie isn't going to be happy with Catherine's news; loves Eddie and knows him well.	'It's ve be happ

2.

	Tone of voice	Physical movements	
Eddie	Husky Authoritative Impatient	Strong Slow Considered	'A hus longsh Weari work
Beatrice	Frazzled Anxious Kind	Nervous fidgeting Confident when it comes to Eddie	Weari Simpl
Catherine	High Sweet Cheerful	A bit childlike Quick Light	Weari 1950s Hair i

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### *Catherine's News*

1. From the outset of the play, students need to understand the complexities of Eddie, and his own underlying sexual attraction to his niece. She is the daughter therefore not related by blood to Eddie.

She has been in school learning stenography (writing or typing in shorthand) as a stenographer, with the possibility of becoming a secretary. In the 1950s, women were expected to be housewives and stay at home, so there weren't many job opportunities for Catherine a chance to earn money and have some independence, which women wanted.

2. Eddie's 'unnatural' attraction to his niece, blended with his protective jealousy, is a central theme.
3. Students should consider the working class status of Eddie's family, and how it affects his higher social standing.
4. Beatrice shows a deep understanding of Catherine and Eddie here, which wins her respect. Students should consider how she speaks to him and how she convinces him to accept her.
5. Despite the initial anxiety raised by Eddie, and the female family members' concern, a 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 by the news concerning the ostracised Vinny Bolzano and the arrival of the illegal immigrants.
6. **Eddie:** is unhappy. He doesn't want Catherine getting more independence as it could be dangerous – or where she might catch the eye of other men.  
**Beatrice:** is proud and understands all of Catherine's feelings about being offered to take this job and puts her foot down with Eddie, refusing to let him ruin this opportunity.  
**Catherine:** is very excited. She wants to get out into the world and be able to support them; they've given her while raising her.

### *Vinny Bolzano*

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

1.
  - A. Harbours illegal immigrants is, well, illegal. If they get caught, they'll be deported. Eddie's cousins will be deported back to Italy. If this happens, their neighbours will be ashamed or hurt them for it, as shown by Vinny Bolzano's story.
  - B. He was injured and kicked out by his family. As nobody has heard about it, his family even killed him.
  - C. They are a tight-knit community who severely punish betrayal. They have their own unwritten laws.
  - D. There was a lot of demand, with many people looking to immigrate to the US for so lots of money to be made. As it is illegal, people have to be very careful to move smoothly so nobody gets caught and arrested.
  - E. It creates tension between them. Eddie doesn't trust Beatrice not to tell people. He's much more cynical about the process, while Beatrice is hopeful about it.
2.
  - Students may consider the feeling of fear, as at any moment someone could be deported.
  - They may consider the feeling of guilt, knowing they're putting relatives at risk their relatives are taking.
  - They may consider the confusion of having to learn how a new country works, and the excitement at being in a new place, hoping to make a better life for themselves.

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## Marco and Rodolpho

1.

i	Rodolpho	The brothers have never been to America, reveal Rodolpho comes across as an excited and lively character with new experiences.
ii	Marco	Marco doesn't want to rely on the Carbone family.
iii	Marco	His main goal is to support his family; he can't afford to be a singer.
iv	Rodolpho	Rodolpho is a singer and confident in his abilities.
v	Rodolpho	Catherine has caught Rodolpho's eye and he is attracted to her.
vi	Eddie	He doesn't like that Catherine is interested in Rodolpho; he feels like he's losing control of his life.

2. 'Paper Doll' was a hit song for the Mills Brothers, and in the United States it was a number one hit from 6<sup>th</sup> November 1943 to 22<sup>nd</sup> January 1944. The song was written by Black, who died in 1936, six years before the great success of the song swept the charts.
- 'It's tough to love a doll that's not your own' hints at Eddie's feelings towards Catherine.
  - 'Flirty, flirty guys' symbolises Rodolpho, who threatens Eddie's relationship with Catherine.
  - While Catherine just enjoys the song and Rodolpho's voice, Eddie reads into it a message of rejection.
  - The song introduces conflict between Rodolpho and Eddie that will influence the rest of the play.

### A Failing Relationship

1. This task allows students to become familiar with the style of 'empathy questions' that they may encounter in their exams. Advice on how to complete such an activity is provided in the Empathy Questions worksheet, located in the Essay Practice section of the resource pack.

Eddie's life has now changed.	'there was a trouble that would not go away' (page 34)	The arrival of the cousins has strained their relationship. Eddie's discovery and confession of his previously not admitted feelings for Catherine.
Eddie is concerned that Rodolpho will be discovered as an illegal immigrant.	'he ain't supposed to go advertising himself' (page 34)	Eddie is more concerned about a cover-up for other reasons. He is concerned, wants to protect his reputation.
Eddie is concerned that Rodolpho is spending too much time with Catherine.	'B., he's taking her for a ride!' (page 36)	Introduces tension. Beatrice is happy to see Eddie marry a nice boy.
Eddie's sexual relationship with his wife is failing.	'when am I gonna be a wife again, Eddie?' (page 36)	Beatrice feels neglected. She wants to talk about their relationship.
Eddie's work colleagues think highly of the cousins.	'I see they're getting' work allatime' (page 37)	Eddie sees more of the cousins. He's concerned about his reputation, which is being threatened.

2. Students might consider:
- Feeling neglected or rejected by Eddie and the hurt this causes
  - Knowing Eddie has feelings for Catherine and being horrified, saddened
  - Feeling angry that Eddie won't talk to her
  - Relief that Eddie's attention is on the cousins
  - Anger at how he's treating Rodolpho
  - Relief or joy that Catherine has caught Rodolpho's eye and might move away

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### *Slander and Warnings*

- Eddie is talking to Catherine, reminiscing about her childhood and how He's sad and nostalgic.
  - Eddie is trying to convince Catherine that Rodolpho is just using her. He protective, while she becomes upset and refuses to believe him.
  - Beatrice is criticising Eddie for his treatment of Catherine. She is rooting relationship and future and wants to put a stop to Eddie's strange attitude.
  - Beatrice is talking to Catherine, explaining that her relationship with Eddie is up. She wants to stop Eddie's feelings for Catherine, but she also wants to
- 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 Do we find him repulsive? And, even more importantly, do we find it, in so

### *Alfieri's Advice*

- Students may consider:
  - Alfieri being a lawyer. He is used to dealing with very emotional clients
  - He also gives Eddie personal advice, showing he is invested in Eddie's good person.
  - Eddie is worked up. He's avoiding the real reason for his feelings about in denial.
  - He wants to be in control but currently feels out of control, which makes and demanding.
- So far, Alfieri has been the narrator, telling us about events that have already first time in the play, Alfieri becomes a character that interacts with other me Students should consider the various roles that he is assigned by Miller, and Greek chorus, which is covered in more detail on the 'Greek Tragedy' works
- Students may consider:
  - Repetition – 'listen to me', 'wait a minute'. He doesn't want to be interrupted and agreed with.
  - 'He's laughin' at me' (page 45) – reveals insecurity; Eddie feels judged and
  - Words like 'sardonically' and 'indignation' in stage directions – these show he doesn't want to hear.

### *Family Discord*

- |     |  |
|-----|--|
|     |  |
| i   | He curses, which shifts his tone to aggressive and makes the an argument.  |
| ii  | He's implying Marco's wife might cheat on him, which is an   |
| iii | Disagreeing with Rodolpho creates tension between them and what Eddie will say next.   |
| iv  | Implies he disapproves of Rodolpho's actions and is criticising  |
| v   | A jibe about Rodolpho's 'effeminate' skills that implies he's g considered a huge insult in the play's time period – and could |
- A discussion of Eddie's notion of 'manliness', as well as modern day society/ advisable at this point of study. Eddie's bigoted view of 'what makes a real in the character of Rodolpho. Eddie's barely concealed jibes at Rodolpho's 'e brings to light an interesting talking point on gender, and how characteristic

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### *Trials by Strength*

The first act culminates with various 'trials of strength', and the implications these tragic events of the drama.

1.
  - A. The stage directions of when Eddie tears up his newspaper clearly outline towards Rodolpho, and the imminent violence of the 'sparring' fight.
  - B. Catherine demonstrates her own test of strength by stubbornly refusing as she boldly asks Rodolpho to dance; an event which foreshadows her maturity towards the end of the play
  - C. Eddie and Rodolpho's boxing 'lesson' represents a common mode of being contesting in female company. This tense episode anticipates the violence the two characters in the second act.
  - D. Marco's chair lifting victory prepares the audience for their conflict and death in the play's conclusion.
2.
  - A. Their relationship seems mostly unchanged; strained, but with Beatrice compliments Rodolpho, perhaps in an attempt to ease the tension.
  - B. Catherine has finally rebelled openly against Eddie. Their relationship is going to listen to him.
  - C. Rodolpho is wary of Eddie; while Catherine has become defiant, Rodolpho still agrees to dance with her against Eddie's wishes.
  - D. Marco no longer blesses or respects Eddie. He resents Eddie's treatment feelings and warnings clear, even without dialogue.

### **Section-by-section Activities: Act Two**

#### *Lovers' Fears*

1. This question focuses on Catherine's attempt, and apparent success, in gauging affection for her, or whether he is only aiming for American citizenship through her.
2. 'Happier! What would you eat? You can't cook the view!' (page 60)  
'How can I bring you from a rich country to suffer in a poor country?'
3. Rodolpho urges Catherine to free herself from Eddie and his expectations. He says Eddie won't accept their relationship or marriage, and he wants Catherine to make her own choices so they can get married.
4. Miller creates complex characters, with conflicting emotions that add to the richness of the play. Although Eddie has acted appallingly, Catherine still feels love for her uncle out of gratitude and duty, as reflected by her reluctance to cast him off as a completely unloving man.
5. Students should comment on the affectionate and open relationship of Rodolpho and Catherine, contrasted with the closed and cold relationship of Eddie and Beatrice. The latter relationship is demonstrated by the impotency of their sex life, while Catherine and Rodolpho have a loving and sexual relationship.
6. An example PEE paragraph would be:
 

P: Miller uses stage directions to create a sense of tenderness.

E: For example, on page 63: 'Catherine: [softly] Hold me.'

E: Speaking 'softly' creates intimacy between the two of them, as it is a quiet moment with the request to hold her, it creates a tender moment as she asks for physical contact, showing the bond between her and Rodolpho.

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## Violent Actions

1. Students have many choices for responses, but here are some examples:

Eddie	<i>He reaches out suddenly</i>	He's desperate and be
Catherine	<i>Trembling with fright</i>	She's incredibly scared
Rodolpho	<i>RODOLPHO flies at him</i>	He's enraged and can'

2. In their responses, students might consider:
- Disgust at seeing Eddie kiss his niece
  - The violation of having a kiss forced on him
  - Frustration or guilt over not being able to stop Eddie
  - Anger at
  - The trust

## Tragedy Looms

1. Students should be encouraged to consider the dramatic form of tragedy prior to a discussion of the roots of Greek tragedy, as well as defining the term 'tragedy' as discussing tragic stories and texts that the class may be familiar with, such as the popular text *Blood Brothers* and other plays by Miller. The quotations also all come from Alfieri; when he is narrating, he is looking back at what happened, which heightens the sense of inevitable tragedy.
2. Some events students might consider include: all of Alfieri's previous narration with the chair; or the foreshadowing in Vinny Bolzano's story.
- When planning an essay, students should consider key quotations to use as directions. It may help to compile them in one place, with page references.
  - They should use their list of key events to form ideas for points.
  - They should review the key components of what makes a tragedy (e.g. a traditional tragedy, or their terrible decision(s) in a modern tragedy) and how they will benefit from. (See: *Essay Guidance*, p. 34)

## Anger and Frustration

1. Students should use stage directions and dialogue to inform their answer. Eddie looks at himself as he makes the call, though he still makes it. Afterwards, he is frustrated and suggests guilt over his action, or impatience as he waits for the immigration officers to have differing opinions, and they should be encouraged to explain them with evidence.
2. Students should consider their character's mannerisms, thoughts and feelings throughout the activities they've completed within this resource. For the host role, students should consider how they would play. Students should also think about the characters' relationships and how they would play, and the conflicts that would come from this.

## The Arrests

1. If students get stuck, some example quotations are:
- 'Eddie, give her a break; a wedding should be happy!' (page 71)
  - '[pugnaciously, furious, he steps towards BEATRICE]' (page 74)
  - 'But you never knew no other fella, Katie!' (page 72)
  - 'Okay. [She starts out again.]' (page 71)
  - 'What're you, got no brains?' (page 72)
  - 'Oh, Jesus, Eddie.' (page 74)
  - 'I'll kill you for that, you son of a bitch!' (page 76)
  - '[LOUIS barely turns, then walks off and exits]' (page 77)
2. Students should develop an understanding of the writer's craft in this activity. The use of justice, with its sustained and recurring application, prepares the audience for the events from the Red Hook community. A discussion of Miller's political views on 'justice' which is covered in detail on the Political Allegory worksheet in the whole-text resource.

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### *Final Tragedy*

1. Marco's unconvincing promise to leave Eddie alone is one of many events in the play that build tension and disbelief for the audience, leading up to the dramatic crescendo.
2. Students should comment on how Catherine no longer hesitates in criticising Marco at the beginning of the act, but instead feels anger and contempt for his actions, as she has seen how he reacts.
3. He reacts with anger and denial. This anger may be what spurs him to actually kill Eddie. Or, perhaps, his shock, horror, anger and disgust at himself drive him to self-harm.
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 overbearing egotism of other tragic protagonists.
6. Student responses will vary, but some ideas for consideration include:
  - A.
    - He respects Eddie for sticking to his goals, even as they destroyed his life and his family.
    - He both condemns and praises Eddie, and found him much more interesting than the more sensible clients.
    - He thinks it would be better for people to 'settle for half' (page 85) rather than risk themselves for the whole thing.
  - B.
    - A sombre mood, as Beatrice and Catherine are still crying in the background.
    - A sense of finality; Eddie is dead and the story is done.
    - A feeling of caution; this is a cautionary tale about love, betrayal and ambition.
  - C.
    - Eddie's death completes the tragedy, bringing the story to an end.
    - Seems to caution against pursuing impossible goals – 'better to settle for half'.
    - Suggests compromise is the better path to take – Marco and Eddie both wanted each other, but neither wanted to back down.
    - Suggests that moral law is more important than the actual law (the law of the city).

### **Whole-Text Activities**

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

### *Plot Quiz*

- |                   |                      |                       |
|-------------------|----------------------|-----------------------|
| 1. New York       | 7. Marco             | 13. Provoking a fight |
| 2. Anti-informing | 8. Paper Doll        | 14. Boxing            |
| 3. Marilyn Monroe | 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           |

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## Themes

### Justice

1.
  - A. They are described as being descended from people who never got on with the history of famous criminals such as Al Capone. As they do not trust or respect the law, they make their own rules and own justice.
  - B. This is an example of Red Hook's own brand of justice. A child is hurt, possibly killed for the crime of informing, even though he did it accidentally outside of the law, and Eddie frames it as the correct and just thing to do.
  - C. As Alfieri tells Eddie, the only option he has with the law is to call himself a criminal. This is the ultimate betrayal in Red Hook. While the law is supposed to protect the neighbours don't see it that way. By betraying Rodolpho and Marco, he becomes a criminal.
  - D. Because Eddie has broken the law of Red Hook, he is punished by his neighbours. It is not just. Considering what happened to Vinny Bolzano, Eddie is lucky none of his neighbours would be seen as righteous in their eyes.
  - E. To Marco and the people of Red Hook, Eddie has committed a crime in the eyes of the law. For this injustice, and the injustice of forcing Marco's children to starve, Eddie is guilty.
  - F. If the characters of the play had met halfway or stopped pursuing their goals (if they had), they wouldn't have broken any laws. However, they wouldn't have apologised to Marco, but this would have been an injustice against Marco instead of settling for half and died for it.
2. When planning exam answers and writing PEE paragraphs, students should remember:
  - Point:** This is the idea they want to explore. For example, 'justice is present in the play.'
  - Evidence:** These are quotations (from dialogue or stage directions) that support the point. For example, 'justly shot by unjust men' (page 12).
  - Explanation:** Using the evidence to support the point being made. For example, 'The men are criminals, meaning they work outside of the law. However, they are not guilty of 'just', which suggests justice can be upheld without the legal system being in place. For more on essay writing, students should refer to the **Essay Guidance** section.

### Guilt

Student responses and performances will vary, but some ideas they might consider are:

Characters not in play:

- Following the actual law, not the rules of Red Hook.
- The jury – if they're people from Red Hook, they would understand Marco's perspective. If they're from outside Red Hook, they might be less understanding.

Accusation against Marco:

- He murdered Eddie
- He killed Eddie in self-defence
- Eddie fell on his own knife

Witnesses to be called:

- Beatrice – Eddie's wife, who loved him deeply
- Catherine – Eddie's niece, who loved him but had been arguing with him
- Rodolpho – who had always had a rocky relationship with Eddie
- Neighbours (Louis, Mike, Lipari)

Marco's defence:

- Eddie brought the knife and attacked Marco with it (self-defence)
- He wanted justice for Eddie's betrayal and how it would affect his family
- Did he only want an apology? Or did he want to hurt and/or kill Eddie?

Final Verdict:

- It could be called self-defence
- However, Marco began the fight
- He could be charged with murder, as he definitely did kill Eddie (even if it was his own destruction)

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## Ideas and Messages

### Political Allegory

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

Due to the disappointing lack of film adaptations of *A View from the Bridge*, Kazan's film is a suitable viewing stimulus while studying the play; the film gives a realistic insight into the lives and attitudes of longshoremen (like Eddie) working on the docks in the mid-1950s.

### Masculinity

1.
  - A. Students should consider the examples and generate more. They may discuss how masculine or feminine traits have changed since the 1950s – and what ideas are still relevant.
  - B. This activity asks for a personal response from students. They should be encouraged to use quotations from the text to support their ideas.
2.
  - A. Eddie is concerned about his and his family's image, because Rodolpho is a man who does not live the way Eddie thinks he should. He sees this as a source of shame and mockery, and actually laughing at Rodolpho. The 'paper doll' in the song is a stand-in for a man. The 'Paper Doll' suggests Eddie's co-workers see him as effeminate.
  - B. This may be a ruse to take his frustrations out on Rodolpho, but it is also a way to perform masculinity 'correctly' by teaching him to 'box'. It is also an opportunity to own his own masculinity by proving himself stronger than Rodolpho, which he is. He is the man of the house.
  - C. Implies that Eddie and Beatrice are not having sex. This damages Eddie's masculinity when she'll 'be a wife again' also implies that Eddie is not being a husband. It also implies the traditionally masculine roles expected of him.
  - D. At the time, these were traditionally feminine activities, most often performed by women. Eddie's self-deprecating, but he's once again highlighting the qualities in Rodolpho that he believes 'proper' men should perform hard labour, working on the water. Since Rodolpho has been doing, he's just been singing as he does it.

### Setting

#### Red Hook

1. Student responses may reference:
  - A.
    - Through descriptions in stage directions
    - Marco and Rodolpho's descriptions of Italy
    - Alfieri's introduction – 'This is the gullet of world, swallowing the immigrants' (page 12) This is a metaphor that suggests Red Hook accepts anyone (including immigrants) but also that it consumes them, maybe to never be seen again.
  - B.
    - Miller's father was an immigrant, and the community in Red Hook is made up of Italian-Americans (descended from Italian immigrants)
    - Miller's family were working class and nearly made destitute by the Great Depression. Red Hook is a working class community

#### The Set

1. Student responses may consider:
  - A.
    - They are poor but make do
    - They have some comforts – rocking chair, phonograph
    - Beatrice keeps it clean and tidy
  - B.
    - Creates a sense of claustrophobia, like there is nowhere for the characters to go when tensions rise
    - Keeps the drama clear and contained
    - Allows emphasis to be placed on the other locations on the set when needed

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- C. • If it is covered, the audience may not notice it and feel more shocked  
 • If it is uncovered, it will increase the tension as the audience wonders what it will be used for
- D. • On stage: Alfieri's office; the phone booth; the stairwell; the street outside  
 • Off-stage: the docks; the theatre; places Eddie goes to drink; Italy
2. In their responses, students might consider:
- The covered/uncovered phone booth
  - The lighting on the phone booth when Eddie is deciding whether to use it
  - The characters having nowhere to escape to or having nowhere private
  - The contrast between Italy and Red Hook
  - The threat of Marco and Rodolpho being illegal immigrants and needing to hide

## Characterisation

### Building character

1. Some suggested quotations include:

Character	Quotation / Stage Direction	
Alfieri	<i>[a lawyer in his fifties turning grey; he is portly, good-humoured, and thoughtful] (page 10)</i>	Reveals something about Eddie which an audience might not expect
Eddie	<i>'I mean if you close the paper fast – you could blow him over.'</i> (page 46)	He has a lot of control over the situation and considers his actions carefully
Catherine	<i>'You wanna dance, Rodolpho?'</i> (page 54)	Her feelings are becoming stronger than her sense of propriety and standing up for her beliefs
Beatrice	<i>[He looks at BEATRICE, who turns her face away.] (page 74)</i>	She can't be seen to do anything that might be done.
Marco	<i>'In my country he would be dead now.'</i> (page 78)	He has no respect for Eddie's authority and is getting just what he needs – capital offence
Rodolpho	<i>[RODOLPHO streaks up past him and runs to MARCO.] (page 83)</i>	He's more confident and has a greater likelihood of success

2. Students might reference:
- Through stage directions, e.g. Marco lifting the chair
  - Through dialogue
  - Using different language and word choices for his character as opposed to others
  - Through characters' interactions, e.g. Marco's response to Eddie 'teaching' him

### Audience reactions

1. Student responses to this task will vary, but some points they might consider:
- Eddie's previous behaviour towards Rodolpho
  - Who the audience sympathises with – some might agree with Eddie's thoughts
  - The contrast between his words and actions – twisting the newspaper
  - How the audience interprets Eddie's words – is he jealous of Rodolpho's skills? Is his backhanded compliment?
2. Student responses will vary, but may consider:
- Eddie's use of repetition
  - Body language in stage directions
  - The contrast between Eddie's tone and his body language
  - Eddie's language and dialogue

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## Changes over time

1. Student responses will vary, but some example answers include:

Character	Emotional state at beginning of play	Emotion at the end of the play
Marco	<i>Grateful to the Carbones, overjoyed at being able to provide for his family.</i>	<i>Seeking murder whatever the cost.</i>
Rodolpho	<i>Happy and carefree, excited to be in America.</i>	<i>Wants to resolve his relationship with Eddie and Marco.</i>
Catherine	<i>Excited about her new job, always seeking Eddie's approval.</i>	<i>Furious at Eddie's death, distraught over his death.</i>
Beatrice	<i>Anxious about cousins' arrival and frustrated with Eddie.</i>	<i>At the end of the play, she is angry at Eddie's death.</i>

2. Student responses will vary, but they should be encouraged to consider and discuss the low emotion for the main cast of the play. As an extension, they could be asked to write or discuss how emotions are shown throughout dialogue and stage direction.

## Relationships

### Developments

- 1.

Eddie's relationship with...	Beginning of play	End of play
Catherine	<i>Loves Eddie and wants his approval; she hates making him upset.</i>	<i>Is furious with Eddie for informing her of his death.</i>
Beatrice	<i>Loves Eddie but is frustrated with him.</i>	<i>Loves Eddie but is angry at his death.</i>
Rodolpho	<i>Is very grateful to Eddie; respects him and wants to learn from him.</i>	<i>Wants to make Eddie proud of Marco from death.</i>
Marco	<i>Is very grateful to Eddie for taking them in.</i>	<i>Hates Eddie and wants revenge.</i>

2. Students may reference:

**Catherine:** 'What're you scared of?' (page 81) – she has lost respect for Eddie and wants his approval.

**Beatrice:** 'The truth is not as bad as blood, Eddie!' (page 83) – she is finally with Eddie's feelings for Catherine, but still loves and wants to protect him.

**Rodolpho:** 'It is my fault, Eddie.' (page 82) – he wants to mend their relationship with Catherine's as well.

**Marco:** 'Animal! You go on your knees before me!' (page 84) – this shows Marco's anger and desire for revenge.

## Exploration

1. Student responses will vary but some points for consideration include:

- Students should consider Beatrice and Catherine's relationship. Beatrice has loved her and invested in her future, but she's also aware of Eddie's inappropriateness.
- Catherine and Rodolpho's relationship develops quickly, but they both have a long way to go. He has more worldly experience than her, and she wants to learn more from him. At first, she's hesitant, but Rodolpho encourages her to fly the nest.
- Up to this point, Marco has been grateful to and respectful of Eddie. However, his brother, Marco reveals himself to be a strong and intimidating individual that Eddie catches and doesn't appreciate, and from this point on their relationship is strained.
- Eddie is a member of the Red Hook community and has relationships with his friends. However, his actions and Marco's accusations have ruined these relationships.
- Eddie and Beatrice's relationship is strained from the start of the play. To Eddie, Eddie doesn't want to talk – it isn't 'manly'. Instead, he wants respect and a house, and feels Beatrice's concerns for him don't show this, causing tension.

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2. Students may consider:
- Catherine and Rodolpho’s relationship develops mostly off-stage
  - We see Catherine and Rodolpho become interested in each other
  - Eddie and Beatrice, despite the tension between them, are very comfortable (spider conversation)
  - Marco and Eddie’s rivalry has a clear beginning and develops obviously
  - We don’t see many interactions between Marco and Rodolpho
  - When Marco and Rodolpho do interact, they are often trying to protect
  - Beatrice often gives advice to Catherine
  - Eddie and Catherine’s relationship is central to the play

**Form**

**Greek Tragedy**

- Alfieri introduces Red Hook and talks about famous criminals who have been executed. He talks about their Sicilian ancestors and lawyers on the cliffs of Syracuse. All this sets up Eddie’s tale and foreshadows his tragic fate.
  - Eddie is the tragic hero of the play. He causes his own downfall by not listening to Marco and Rodolpho because he is jealous of Rodolpho and cannot let go of his pride.
  - Alfieri acts as the Greek chorus. He adds narration between various events, including the prologue and epilogue (opening and closing the play), and interacts with the characters. In Red Hook, giving advice and trying to prevent the play’s tragic events.
  - Alfieri delivers an epilogue. While we do not see Red Hook ‘return to normal’, his death does restore order to the community – he informed on Marco and Rodolpho with death, which is the correct order of things in Red Hook, as we see in the play.
- Student responses will vary, but points they might consider include:
  - *Foreboding* – the use of Alfieri’s narration and the foreshadowing through his dialogue
  - *Claustrophobic* – using one set; the characters are trapped together, meaning the tragic events that we know are going to befall them
  - *Tension* – Eddie, the play’s tragic hero, creates tension with the other characters through his weakness of character
  - *Tension* – the foreshadowing and Eddie’s actions also create tension, as they lead to disaster

**A Play for the Stage**

1. Student responses will vary, but some ideas they might consider include:

Placement	Lighting	
<ul style="list-style-type: none"> <li>• Eddie and Marco centre stage as the main focus</li> <li>• Neighbours (e.g. Mike/Louis) towards the back</li> <li>• Catherine, B. and Rodolpho near the fight, like they might intervene</li> </ul>	<ul style="list-style-type: none"> <li>• A spotlight on Marco and Eddie</li> <li>• Red lighting symbolises tension, aggression, anger, blood</li> <li>• Lighting could change to red in the moment Eddie is stabbed</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

2. Responses will vary, but students might consider:
- Films are recorded while plays are (for the most part) live; plays take place in one location; sounds in a play must be louder and movements must be more dramatic than plays.
  - Plays are visual; plays have audio (excluding audiobooks); a reader cannot control the pace of a play; books reveal much more about characters’ feelings; plays are mostly dialogue, while books are not.

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## Structure

### The Narrator

- Students should be encouraged to discuss how the prologue introduces the setting of the play. Alfieri sets the tone through his descriptions of crime and murder, and foreshadows the tragic events of the play. The epilogue creates a sense of closure for the audience to wonder if Eddie was right not to settle for half, or if it would have been better to have the whole.
- Students should consider the similarities and differences between how Eddie is presented in the prologue and how he is presented as a character within the play. This may be done through his actions and mannerisms, as well as the effect his presence has on the audience.
  - While it doesn't reveal the exact details, the prologue tells the audience that Eddie will die, most likely, death. Students should be encouraged to think about the implications of this and approach the play and how an audience might receive it.
  - Students might consider the contrast this has to the mood Alfieri sets with the prologue and justice in Red Hook. They might also consider the use of the word 'correct' in quite a different light from how he's seen throughout the rest of the play. Do you think their reading of his character?
  - In their responses, students should think about and discuss how the prologue sets up the themes of crime, justice (and injustice) and masculinity. They should also think about Alfieri's language and the use of backstory. Meanwhile, in the epilogue, Eddie's death, which showed the end result of the play's themes. For example, how it shows 'correct' masculinity, which eventually led to Eddie betraying the code.

### Tension

- The correct order of the play's events is listed below:  
**E – N – O – H – A – M – G – B – J – C – F – K – L – D – I**
- Student opinions of *tense ratings* will vary. When discussing tension, they might consider:
  - Moments of humour or lightness; for example, Catherine and Rodolpho's conversation at the end of Act 2.
  - Moments of heightened tension; for example, the chair-lifting scene or Eddie's confrontation with the street.
  - How events that are less tense give the audience a moment to breathe; tension is only meaningful because if the audience is tense all the time, the most tense and thrilling moments would be lost.
  - Less-tense scenes allow for character moments.
- Students should create the graph themselves. It may help to show them a typical graph of tension rises and falls. They may also benefit from discussing the effects moments of tension have on the narrative and audience.

## The Writer's Use of Language

### Dramatic Devices

- Dramatic irony:** creates tension and engages the audience's interest as they watch characters who are unaware of what characters will discover the secrets, e.g. in *Othello*, where the audience knows Othello doesn't know this.

**Hubris:** it's exciting and tense to see how a prideful character will meet their downfall, as Eddie's pride in his strength makes him not believe his wings will melt if he flies too close to the sun.

**Soliloquy:** gives the audience insight into a character's state of mind, which is why Eddie's soliloquy in 'The World Was Wide Enough' from the musical *Hamilton* is so powerful.

**Juxtaposition:** can shock or surprise the audience, and encourages them to compare and contrast scenes. It can be used for dramatic or humorous effect as well, e.g. a character's death in one scene, only to immediately be seen doing it in the next scene.

**Tension:** keeps the audience on the edge of their seat and wanting to see what happens next, like Eddie's confrontation with the chair to challenge Eddie.

**Poetic justice:** gives the audience a sense of satisfaction and allows them to see the consequences of actions from earlier parts of the story.

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2. Student responses will vary, but some suggestions include:

Device	Quotation	
Dramatic irony	'You won't have a friend in the world, Eddie!' (page 66)	Alfieri is warning exactly what Eddie is doing at the beginning of the play. Vinny Bolzano.
Hubris	'I want my name!' (page 82)	Eddie's pride and actions lead to his downfall.
Soliloquy	'Now we settle for half, and I like it better.' (page 12)	Alfieri is addressing his feelings about Eddie.
Juxtaposition	'Well, I'll see ya, fellas.' (page 13)	Alfieri has just talked about Eddie (page 12) the play is in a very mundane setting.
Tension	'Can you lift this chair?' (page 57)	The audience knows Eddie is strong though he doesn't know it. He rises as Marco beats Eddie and Eddie will react.
Poetic justice	[MARCO grabs his arm, turning the blade inward and pressing it home] (page 84)	Eddie is literally destroyed. This is the end result of his family and cruelty.

### Language Shaping Character

- Points from the extract students might consider include:
  - Rodolpho's speech contains more exclamation marks
  - Eddie uses contractions while Rodolpho does not
  - Eddie asks questions
  - Catherine matches Rodolpho's energy, her dialogue also containing an exclamation mark
  - Beatrice uses contractions as well
- Student responses will vary, but points they might consider include:
  - Rodolpho's speech contains more exclamation marks, which tells us he is passionate
  - Eddie uses contractions while Rodolpho does not; this makes Eddie's dialogue sound more natural than Rodolpho is speaking a second language
  - Eddie asks questions, picking at Rodolpho's dreams; it makes Eddie seem more of a dreamer
  - Catherine matches Rodolpho's energy, showing a connection between them
  - Beatrice uses contractions as well
  - Rodolpho has whole paragraphs of dialogue, while everyone else has more lines. In Marco's dialogue, it makes Marco seem much more stoic or reserved.

### Language and Emotions

Quotations (page 64)	How language reveals emotions
i	The use of a double negative and the commanding tone of Eddie's words stop rather than an exclamation mark creates a sense of control.
ii	The use of 'gonna be' instead of 'I'm not a baby' suggests Catherine is done with Eddie treating her like a child.
iii	Shows that Rodolpho cares deeply about Catherine – much more so than Eddie.
iv	Repetition of 'show me' highlights Eddie's anger and desperation. He is desperate to know what Eddie is doing.
v	Catherine finally standing up to Eddie shows her strong feelings for Rodolpho and what Eddie is doing.

### Language and Emotions

- Personal responses will vary for this task.

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### Practice Questions

Student responses will vary, but some points they could consider for each essay question are:

- He's the narrator and a stand-in for a Greek chorus
  - He gives both legal and moral advice to Eddie and Marco
  - He calls the events of the play 'amusing' (page 10)
  - He concludes it's better to 'settle for half' (page 85)
  - He takes a middle ground and both praises and condemns Eddie in the play
  - He's both a character in the play and a character outside it
- Eddie is the main character and the tragic hero of this tragedy
  - Without him, none of the events would take place
  - His inappropriate feelings for Catherine cause the tension between them which gets Eddie killed
  - He targets Rodolpho, which creates the tension between him and Marco
  - He informs on Marco and Rodolpho
  - 'I want my respect!' (page 68)
  - 'I want my name!' (page 82)
- The residents of Red Hook are very loyal to their family and community
  - Disloyalty (aka informing on illegal immigrants) is punished by being kicked out, beaten up, and even killed
  - Beatrice remains on Eddie's side throughout the whole play, even after he kills her
  - Catherine is loyal to Eddie in Act One, but his actions mean she loses her respect for him
  - Eddie is 'himself purely' (page 85) – he is loyal to himself and his ideals
- Their relationship and Eddie's feelings for Catherine cause Eddie to inform on Rodolpho which leads to Marco seeking vengeance – and justice – against him
  - Catherine's guilt over the thought of hurting or leaving Eddie prevents her from speaking about Rodolpho or making decisions until it's too late and the tragedy is inevitable
  - Eddie's feelings about Rodolpho and his effeminate traits are one of the reasons he decides to marry Catherine, which is what leads him to informing on Rodolpho
  - They begin with a close relationship, which breaks down over the course of the play
  - Their relationship causes tension between Eddie and Beatrice because she is not loyal for Catherine – this also leads to her pushing Catherine to leave and find her own life

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