**Group Project #1: August Wilson’s *Fences***

**Directions:** In groups of 4, analyze the specific aspects of the play using your textbook, annotations, and summer Lit. Analyses (You might have to bring an extra copy since I might still be grading yours.). Use quotes/passages and commentary to support your analysis. Consult <http://www.shmoop.com/fences-august-wilson/themes.html> to answer the questions listed for your specific theme. Feel free to use some of the quotes on theme found on the site, but you must have your own quotes and analysis as well. For the function of the character and character analysis along with setting, consult the “thinking on paper” questions for help. Each group member must choose an essay topic from the back (4 members means 4 different topics: 02, 03, 05, 10) and create an outline with 3 students from other groups=8 new groups and 2 outlines for each topic.

* **Group 1***:*  *Race and Racism*, **Setting**-historic and dramatic (see introduction too).
* **Group 2***:* Men and Masculinity, Character analysis: **Cory and Lyons** (foil to Troy? Conflicts with Troy?)
* **Group 3***:* *Mortality and Death*, **Biblical and Supernatural Allusions, Character analysis: Gabriel,**
* **Group 4***:* *Dreams, Hopes, Plans, and Opportunities*, **Metaphors of money, baseball, gardening, the blues, etc.** Find the references and explain what they mean and how they function in the play.
* **Group 5***:* *Family and Friendship*, Character analysis: **Rose,**
* **Group 6***:* *Duty and Responsibility*, Character analysis: **Troy,**
* **Group 7***:* *Dissatisfaction and Limitations*, **Explain the Title**-How many “fences” are in the play and what do they represent? Start with the literal fence in the yard and explain what it means to the characters. Any other fences literal or symbolic? Explain.
* **Group 8***:* *Betrayal and Hypocrisy*, Character analysis: **Bono and Alberta** (what does each reveal about Troy? Why does the relationship with Bono change? Why doesn’t Alberta appear in the play?)

**2002.** Morally ambiguous characters -- characters whose behavior discourages readers from identifying them as purely evil or purely good -- are at the heart of many works of literature. Choose a novel or play in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.

**2003, Form B.** Novels and plays often depict characters caught between colliding cultures -- national, regional, ethnic, religious, institutional. Such collisions can call a character’s sense of identity into question. Select a novel or play in which a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character’s response and explain its relevance to the work as a whole.

**2005, Form B.** One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in a novel or a drama struggles to free himself or herself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this power struggle to enhance the meaning of the work.

**2010, Form B.**“You can leave home all you want but home will never leave you.” -- Sonsyrea Tate  
  
Sonsyrea Tate’s statement suggests that “home” may be conceived of as a dwelling, a place, or a state of mind. It may have positive or negative associations, but in either case, it may have a considerable influence on an individual. Choose a novel or play in which a central character leaves home, yet finds that home remains significant. Write a well-developed essay in which you analyze the importance of “home” to this character and the reasons for its continuing influence. Explain how the character’s idea of home illuminates the larger meaning of the work. Do not merely summarize the plot.