Journal Assignments

- Acts 1-4 Due:______________________
- Timed Essay:______________________

Directions: For the due date listed above, you must complete the reading and answer the assigned journal questions. On the due date, you will share your responses in a graded circle discussion called a Socratic Seminar—Answers must be insightful, detailed, and school appropriate to receive points during the discussion. After the discussion, your responses will be collected and scored—you will lose points for responses not attempted or inappropriate responses.

Acts 1-4 - Answer the following questions in order with hand-written responses.

1. How would you characterize Mr. Vandergelder? Consider: his job, financial status, personality, treatment of others, what he says in his soliloquies, what others say about him, and how he has changed by the end.

2. How would you characterize Mrs. Molloy? Consider: her personality, her thoughts about her job, her reasons for thinking of marrying Vandergelder, her views on marriage in general, and her interactions with Cornelius.

3. How, specifically, does Mrs. Levi try to accomplish her goal of a match with Vandergelder? Consider: her flattery of him, her conversations about Ernestina Simple, her treatment of him at dinner, her manipulation of his friends/relatives, her dealings with his purse, and her initial response when he asks her to marry him.

4. How would you characterize Mrs. Levi? Consider: her personality, the reasons she gives for meddling, her behavior in the hat store and restaurant, her reasons for wanting to marry Vandergelder, and her conversation with Ephraim.

5. Explain examples of irony in the play. Consider Vandergelder's decision to get married, Mrs. Levi's final line of the Act 1, "I think I'm going to have this room with blue walls," Mrs. Molloy's reasons for wanting to marry Vandergelder in Act 2, Cornelius and Barnaby's behavior in the hat store and the restaurant, Miss Van Huyten's assumptions about her guests, Mrs. Levi accusing Vandergelder of having a disordered state of affairs, and the resolution of the play.

6. How does Wilder criticize the flaws of mid-1900 society in the play such as a preoccupation with wealth and restricting oneself based on decorum (proper behavior)?

7. Identify examples of elements of a farce in the play. Consider: repeated unlikely situations, disguises, mistaken identities, unexpected appearances, exaggerated characters, physical comedy (funny actions), and verbal comedy (double meanings).

8. Contrast the perspectives of the older characters (Vandergelder, Mrs. Levi, Mrs. Molloy, Cornelius) versus the younger/adolescent characters (Barnaby, Minnie, Ermengarde, Ambrose) in the play. What is the purpose of these contrasts?

9. Discuss your interpretations of the overall meaning of the work and what you believe the author is trying to convey to readers. Consider the ideas of love, marriage, gender roles, money, and adventure.

10. Create one question of your own and provide your answer concerning this play to pose to classmates during the discussion. It needs to promote discussion (have more than a "yes" or "no" answer).

The Matchmaker Journal Grade

Rules:

1. Points are gained during the Socratic Seminar by posing a new idea in response to a question, stating one's own question, or responding to another student's remarks.
   a. You MUST participate...lack of participation will result in a failing grade

2. Points are lost by talking to a classmate, drawing, putting head down, working on other assignments, or making inappropriate faces or gestures

Rubric:

- Preparation:
  o Answers provided to each question
  o Answers show detailed analysis and appropriateness

- Participation:
  o Participation above average compared to classmates
  o Contributions showed unique insights, were supported with evidence, and were appropriate
  o Accurate completion of reflection guide

Total:_______/20 points