

DAY 6

OLD MAN AND THE SEA



The Voyage Completed

Day 6: Agenda

R417–Old Man and the Sea– Fall 2015

1. Announcements: Class Liaison
2. Announcements: Instructor
Doc Store: Day 5 & Day 6 Posted
3. Icebreaker: Reader Response to “The Ballad of Reading Gaol” (Oscar Wilde)
4. Teacher Notes on: The Voyage Completed
5. Discussion – Reading Selection #4
6. Viewing–Old Man and the Sea (1958)
7. Wrap-up - Discussion ‘Questions to Consider’

Reader Response

The Voyage Completed

IN “THE BALLAD OF READING GAOL” THE POET OSCAR WILDE WROTE:

**EACH MAN KILLS THE THING HE LOVES,
BY EACH LET THIS BE HEARD,
SOME DID IT WITH A BITTER LOOK,
SOME DO IT WITH A FLATTERING WORD
THE COWARD DOES IT WITH A KISS,
THE BRAVE MAN WITH A SWORD!**

<https://www.poets.org/poetsorg/poem/ballad-reading-gaol>

READER RESPONSE ?'S

- **WHAT IS THE AUTHOR TRYING TO SAY?**
- **DO YOU AGREE OR DISAGREE?**
- **DO YOU BELIEVE THAT THIS PASSAGE APPLIES TO THE OLD MAN AND THE SEA?**
- **IN WHAT WAY? EXPLAIN.**



Notes: The Voyage Completed

Suspense/Foreshadowing

Hemingway alternates passages describing action with passages describing inner thoughts or dreams of the old man to create suspense.

“The line went out and out but it was slowing now and he was making the fish earn each inch of it...He was ceding line but more slowly all the time....There was plenty of line still and now the fish had to pull the friction of all that new line through the water. “(83)

“You are killing me, fish the old man thought...keep your head clear and know how to suffer like a man. Or a fish, he thought.

Notes: The Voyage Completed

Climax/Irony

Killing of the marlin is the climax or turning point of the story; also a point of irony in the contrast between the old man actions in the killing and the fish's actions in the dying:

“He took all his pain and what was left of his strength and his long gone pride and he put it against the fish's agony ... He felt the iron go in and he leaned on it and drove it further and then pushed all his weight after it.” (93-94)

“Then the fish came alive, with his death in him, and rose high out of the water ... He seemed to hang in the air above the old man... Then he fell into the water with a crash..” (94)

Notes: The Voyage Completed

SYMBOLISM

Again we find the old man dreaming first about the porpoises and then about the lions; each dream a symbolic reference to youth and the boy Manolin.

“He did not dream of the lions but instead of a vast school of porpoises that stretched for eight or ten miles and it was in the time of their mating..” (81)

“After that he began to dream of the long yellow beach... he saw the first of the lions come down onto it in the early dark and then the other lions cameand he was happy.” (81)

Questions to Consider

- 1. Why does the old man say “Come and kill me. I do not care who kills who”?**
- 2. What is the strangeness Santiago feels after harpooning the marlin?**
- 3. If the fish had been small enough for the skiff to hold, what difference would it probably have made in the homeward journey?**
- 4. What does Santiago’s inability to ‘bring back the fish safely’ reflect about his the viability of his journey overall? What about Hemingway?**

Vocabulary: Nautical Terms

- 1. Norther – strong north wind**
- 2. Dorsal – near or on the back of an animal or one of its parts**
- 3. Barred – having bands of a different color**
- 4. Shoal – Sandbar that makes water shallow**
- 5. Periscope – optical instrument that uses lenses and mirrors to see an otherwise obstructed field of view**
- 6. Stepped – supported (a mast)**
- 7. Thwart – Rower's seat across a boat**
- 8. Vertebrae - backbone**

Resource: Wall Street Journal (Online)
“High-School English Without the Politics”
Helaine L. Smith
Opinion/Commentary

On the benefits of a close reading of literary text

“We talk about books, images or word choice, and as we construct arguments about theme or reach conclusions about character, we back everything up with details from the text.”

“What I hope my students are learning is a lesson that is not political but is essential for politics: that one must support assertions with proofs, that one must consider counter - arguments, that it's necessary to listen to what others say and that doing so may allow you to strengthen, or force you to alter, what you think.”





Resource: Wall Street Journal (Online) “High School English Without Politics” Helaine L. Smith



On the benefits of a close reading of literary text (Cont'd)

“My seniors and I will read “Hamlet” and “Antony and Cleopatra,” and then perhaps “Henry IV, Part 1,” or “As You Like It,” or “Othello.” We will not consider political parallels to today’s world; rather, we will immerse ourselves in the world Shakespeare creates.”

“By so doing, we will emerge with a sense of enlarged humanity, an enlarged sense of what is beautiful—how essential and how little spoken of that is!—and a readiness to study and test the ideas and propositions of others, whether authors or politicians or friends.”

<http://www.wsj.com/articles/high-school-english-without-the-politics-1445467074>

Note: Ms. Smith teaches English at the Brearley School in New York City and is the author of “Teaching Particulars: Literary Conversations in Grades 6-12”