

Death of a Salesman Exam

*Handwrite each response in pen on a separate sheet of paper

*Use MELCON paragraph model for paragraph structures

Main Idea

Example Repeat examples/explanations multiple times within paragraph

Explanation

Conclusion

*Each response should be one or two paragraphs

*Each paragraph should be about 6-12 sentences (Part I/II require more content)

*Staple 4 responses and 2 study guides in 1 packet

Part I

Directions: Choose *one of the four prompts* to answer in one or two extensive paragraphs. These prompts deal with character relationships and development in the play. Support your thoughts with specific examples from the text.

1. Contrast Biff and Happy's relationship with their father.
2. Discuss what Dave Singleman represents symbolically and ironically in the play.
3. Analyze the values that Willy tries to instill in his sons and explain the consequences of these values.
4. Discuss how Willy fits the role of modern tragic hero.

Part II

Directions: Choose *one of the four prompts* to answer in one or two extensive paragraphs. Each prompt involves a theme in the play. For each prompt discuss Miller's perspective on the theme and support this perspective with specific examples from the text.

1. Individual identity versus societal expectations
2. Economic commercialism versus individual integrity
3. Versions of the American dream
4. Surface portrayals versus inner realities

Part III

Directions: Read John Updike's "Ex-Basketball Player." In a short paragraph response, compare Flick with a character from *Death of a Salesman*. Use at least two supporting examples from the poem.

Pearl Avenue runs past the high-school lot,
Bends with the trolley tracks, and stops, cut off
Before it has a chance to go two blocks,
At Colonel McComsky Plaza. Berth's Garage
Is on the corner facing west, and there,
Most days, you'll find Flick Webb, who helps Berth out.

Flick stands tall among the idiot pumps—
Five on a side, the old bubble-head style,
Their rubber elbows hanging loose and low.
One's nostrils are two S's, and his eyes
An E and O. And one is squat, without
A head at all—more of a football type.

Once Flick played for the high-school team, the Wizards.
He was good: in fact, the best. In '46
He bucketed three hundred ninety points,
A county record still. The ball loved Flick.
I saw him rack up thirty-eight or forty
In one home game. His hands were like wild birds.

He never learned a trade, he just sells gas,
Checks oil, and changes flats. Once in a while,
As a gag, he dribbles an inner tube,
But most of us remember anyway.
His hands are fine and nervous on the lug wrench.
It makes no difference to the lug wrench, though.

Off work, he hangs around Mae's Luncheonette.
Grease-gray and kind of coiled, he plays pinball,
Smokes those thin cigars, nurses lemon phosphates.
Flick seldom says a word to Mae, just nods
Beyond her face toward bright applauding tiers
Of Necco Wafers, Nibs, and Juju Beads.

Part IV

Directions: Read the following map about income in the United States. In a short paragraph response, identify two conclusions from the statistics in the map.

In Climbing Income Ladder, Location Matters

A study finds the odds of rising to another income level are notably low in certain cities, like Atlanta and Charlotte, and much higher in New York and Boston.

