**Half Broke Horses**

**Common Assignments**

Download from [www.englisch-bw.de](http://www.englisch-bw.de) – [Half Broke Horses](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/halfbrokehorses/) – [Assignments](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/halfbrokehorses/hbh-qst/)

**[Comprehension]**

List: Use bullet points, complete sentences not necessary.

Prioritize: Put in order of importance so that the most important item is first.

Research: Use web pages, copy excerpts, sum up and present.

**Analysis**

Analyse: Break down a problem into separate factors, then draw a conclusion.

Characterise: Describe somebody’s character and provide suitable examples.

Compare: Tell how things are alike and/or different, use concrete examples.

Describe: Give an account in (your own) words (e.g. present a picture with words).

Explain: Make clear and plain; give the reason or cause.

Relate: Show the relationship between concepts.

Sum up: Condense the main points; use relatively few words.

**Evaluation**

Assess/evaluate: Give a carefully considered opinion, include all the important aspects of a question.

Comment on/state: Give your opinion, back it up with all the relevant points.

Discuss: Consider all sides of an issue by providing relevant arguments and concrete examples.

Interpret: Explain the meaning or purpose of something.

Write a...: Compose a text in line with the conventions of the required [text type](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/writ-sorts/txttype/lttrs/).

**I “Salt Draw”**

*Use a pencil and number the chapters of Parts I-IX. They always start with four capitalised words at the top of the page.*

*Answer these questions in complete sentences.
When you are asked to quote give the pages and lines in round brackets, e.g. (p. 7/l. 34) or (pp 68-70/ll. 42-12)*

1. – Analyse: What does Lily’s behaviour say about herself? What [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) become apparent?
– Identify: What thought gives her the strength to make it (pp/ll)?
– Analyse: Which family member does Lily feel closest to? Give two examples (pp/ll).
2. –List: What does the reader learn about Dad and the farm (pp/ll)?
3. – Briefly describe: What was living in the family [home](http://osusurvey09.wordpress.com/2009/12/09/the-dugout/) like?
4. – Research and sum up: From where, [when](http://en.wikipedia.org/wiki/Great_Famine_%28Ireland%29) and why did Dad's father emigrate?
– List very briefly: What do you learn about (a) Mom, (b) Apache and (c) Lupe?
5. – Briefly sum up: What do Mom and Lily’s behaviour tell you about their respective attitudes to life?
6. – List your short answers to these questions:
* What does Dad suffer from?
* What opportunities did he have in early life?
* What skills does he have?
* What two interests does he pursue?
* How does he educate his children early on?
1. – List: What interests and [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) do Mom and Helen [share](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) (pp/ll)?
2. – Write a 25-word [job advertisement](http://www.beginningfarmers.org/internship-and-employment-opportunities/) for someone to replace Lily on the farm.
– What general advice does her father give her? Quote in full (pp/ll).
3. – Briefly sum up the lesson that Lily learns about [business](http://www.bbc.co.uk/schools/gcsebitesize/business/environment/stateofeconomyrev1.shtml) when she sells eggs?
4. – List: What damage does the “[weather event](http://www.wunderground.com/resources/severe/severe.asp)” do?

**II “The Miraculous Staircase”**

1. – Briefly explain: What makes Lily’s moment of “Eureka” so important to her?
2. – Sum up in one sentence: According to Lily’s description, what [qualities](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) is her father lacking in as a farmer?
3. – Judging by the advice Lily’s father gives her, briefly [characterise](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) her from his point of view: *“My daughter Lily has… / is…/ has always…”*
– Analyse: What do women’s career options tell you about [women’s position](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/halfbrokehorses/mwdeb/) in society before WWI?
4. – Relate: How does the nun’s piece of wisdom about a closing window and an opening door reflect “[The American dream](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/except/)”?
5. – Lily is disappointed at the reasons Dad gives for his decision. – Write her [speech](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/speak/mnlog/) to her family protesting against his decision.
6. – Discuss: Dad was right in giving Lily a [revolver](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/halfbrokehorses/Lily-gun/).
– List: What patterns of behaviour have you seen in so-called Western movies before?
7. – Briefly explain: What are “half-broke horses” in your own words?
8. – List and give reasons: What [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) has Lily displayed so far that will make her a good teacher?
9. – Locate the towns of Tinnie, New Mexico, and Red Lake in the North of Arizona (west of Flagstaff).
– List a few [adjectives](http://worddreams.wordpress.com/2011/07/08/how-to-describe-a-landscape/) describing the landscape that Lily will pass through.

**III “Promises”**

1. – Consider the first three paragraphs and list three pieces of evidence (pp/ll) about the [fertility of the land](http://www.english.illinois.edu/maps/depression/dustbowl.htm).
– Explain: Priscilla Footloose is probably telling the truth saying: “I don’t get a lot of opportunities”.
2. – Compare: How was the land used recently, how is it used now?
– Briefly explain: Why is [WWI](http://women-in-war2.tripod.com/) an opportunity for Lily.
– List: three tell-tale signs of people’s poverty (pp/ll) in Red Lake.
– Briefly explain: Why does Lily feel she is being treated unfairly?
3. – Research the [early history](http://www.aviation-history.com/early/index-early.html) of aviation.
4. – Analyse: What does the [biplane](http://upload.wikimedia.org/wikipedia/commons/thumb/e/e3/Sopwith_F-1_Camel_2_USAF.jpg/800px-Sopwith_F-1_Camel_2_USAF.jpg) mean to Lily emotionally?
5. – How does Lily assert herself as a woman? List three pieces of evidence (pp/ll).
6. – Research what the typical “model of the [Chicago flapper](http://www.loc.gov/rr/news/topics/flapper.html)” does, wears and [looks like](http://galleries.apps.chicagotribune.com/chi-vintage-chicago-flappers-20130709/).
7. – Research: What makes Ted Conover a typical young man in the Big City in the [Roaring Twenties](http://www.history.com/topics/roaring-twenties)? List three pieces of evidence (pp/ll).
8. – Research the subject of bigamy, e.g. the case of the “[Ding Dong Daddy](http://www.sfgate.com/bayarea/nativeson/article/Ding-Dong-Daddy-other-Muni-tales-4154873.php) of the D Car line”.
9. – Discuss: It is wise of Lily not to make a scene.
10. – Briefly analyse: What protects Lily from wallowing in self-pity?
11. – What has Chicago taught Lily? List three pieces of evidence (pp/ll).

**IV “Silk Shirt”**

1. – Analyse: What makes Lily a good student?
2. – List three signs showing that the land is being [degraded](http://www.globalchange.umich.edu/globalchange2/current/lectures/land_deg/soil_layer.gif).
– Compare: What method does Lily use to control both horses as well as students?
3. – Research: With regard to the American Dream, why would Rooster’s story of the “former Chicago flapper” go down well with [people](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/except/)?
4. – Identify and list three main [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) Lily appreciates in Jim Smith (pp/ll).
5. –Research: How have the [Mormons](http://en.wikipedia.org/wiki/Mormonism_and_history) survived and prospered as a religion-based community up to now? Browse this [timeline](http://www.pbs.org/mormons/timeline/index.html).
6. –Write Lily’s (informal) letter to Helen in about 100 words.
– Analyse: What does Helen’s biggest problem seem to be (pp/ll)?
7. – [ – ]
8. – Explain: What exactly makes Lily want to throttle her students’ parents?
9. – [ – ]
10. – Compare Father Cavanaugh’s stance with attitudes towards [single mothers](http://www.huffingtonpost.com/2013/05/29/single-moms-pew-research-_n_3349525.html) today.

**V “Lambs”**

1. – List three instances (pp/ll) of Lily’s proving herself to be a modern woman.
2. – Research: Locate the place names mentioned in the popular song “(Get your kicks on) ‘[Route 66’](http://www.historic66.com/)” on a map.
3. – Relate this statement to the concept of the [American Dream](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/except/): “All folks needed to find their own way to heaven.”
4. – Research: Identify [historical events](http://kclibrary.lonestar.edu/decade30.html) that impoverished people at the time.
– What makes Lily’s being a “liquor lady” [profitable](http://reason.com/archives/2007/07/31/the-politics-of-prohibition)?
5. – List which two [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) of Jim’s enable him to save the lambs.
6. [ – ]
7. – Research: With regard to the world economy at the time, what would make [investing](http://www.sjsu.edu/faculty/watkins/recovery.htm) in a cattle farm in New Mexico attractive to British investors?
8. – List the three [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) that make Lily a good partner in running a cattle ranch (pp/ll).
9. – Sketch a map of an area around your own home town covering 160 square miles.
10. – Compare: How do the cowboys on the ranch differ from their [popular image](http://www.jimwegryn.com/Names/Cowboys3.htm) in Europe?
– Analyse: What makes Rosemary a “half-broke horse” herself?
11. – Sum up what discovery Lily makes about raising one’s own children.
12. – Briefly analyse why Jim’s last three sentences of this chapter neatly sum up life on a ranch in that [region](http://nm.water.usgs.gov/).
13. – Analyse: At which points in this crisis would you have probably failed?

**VI “Teacher Lady”**

1. – List [ways](http://www.all-recycling-facts.com/history-of-recycling.html) the family uses to save money for a ranch.
2. – Evaluate: Lily’s decision to learn flying is wrong.
3. – List what observations (pp/ll) make Lily tell her students in Main Street about great women.
– Write one-sentence summaries of the lives of a) [Eleanor Roosevelt](http://www.biography.com/people/eleanor-roosevelt-9463366), b) [Amelia Earhart](http://www.ameliaearhart.com/).
4. – Assess: Is Lily right in [threatening](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/guns/) Uncle Eli?
5. – List and give evidence (pp/ll). What [character traits](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) does Rosemary display?
6. – Discuss: Lily’s definition of “Saint Nicholas” is fitting.
7. [ – Christmas lighting]
8. – Discuss: Lily’s teaching methods are appropriate.
9. – Write the [formal letter](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/writ-sorts/txttype/lttrs/) Lily receives.
– Lily has been fired before. List five occasions, places, employers and reasons given.
10. – Research: Give one or two examples of things [Scarlett O’Hara](http://en.wikipedia.org/wiki/Scarlett_O%27Hara) has done that Lily would probably not do and briefly explain why not.

**VII “The Garden of Eden”**

1. – I would like my children to grow up like Lily’s. – Discuss.
2. – Write an [informal letter](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/2sprachl-mittel/traits/) to Rosemary, advising her how to fit in better at school.
– Put yourself in Rosemary’s place and make a [speech](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/speak/mnlog/) to her parents asking them to let her live with them again.
3. – Explain what [Southern](http://www.nytimes.com/2011/11/02/us/southern-manners-on-decline-some-say.html?_r=0) values and ideals make these males do what Lily wants them to do.
4. [ – ]
5. – Sum up what a [homestead](http://www.smithsonianmag.com/history-archaeology/How-the-Homestead-Act-Transformed-America.html) is.
– Explain: What about the “[Madonna of the Trail](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/halfbrokehorses/)” would bring tears to Lily’s eyes?
 – Explain: Why does Lily think the Madonna of the Trail would have approved of her decision?
6. Research: How did the [cattle](http://www.historyonthenet.com/American_West/cattle_industry.htm) reach consumers?
– Analyse what the incidents with (a) Fidel Hanna, (b) the two stray steers and (c) the skinning of the steer reveal about Rosemary’s character.
7. – Research and explain: The visiting ladies’ were rather typical of [US policy](http://en.wikipedia.org/wiki/Native_American_boarding_schools) towards American Indians.
– Interpret: What could the piano be a symbol of?
– Interpret briefly: What could the “something dark” be that “came out of” Lily?
8. Explain: Hanna Fidel has always known his fate (pp/ll).
9. – Write a paragraph from “We Met in Alleys and He Led Me down the Path of Sin” (30 words, avoid strong language).
– Research and explain: Given the global situation [at the time](http://kclibrary.lonestar.edu/decade40.html), why would the British investors prefer to move into munitions.
– Oscar Wilde said: “Life imitates Art […]”. List three pieces of evidence (pp/ll) that support his claim.

**VIII “Gumshoes”**

1. – Explain: Why would displaying [perfect teeth](http://www.agingcare.com/Articles/denture-care-for-false-teeth-148020.htm) be a good idea in the city?
2. – List what Lily likes and dislikes about driving a [motor car](http://www.carhistory4u.com/the-last-100-years/car-manufacturers-by-country/united-states).
– “Living on the backs of [others](http://www.archives.gov/publications/prologue/2012/spring/1940.html)” – Lily and Jim are only doing to others what has been done to them. - Discuss.
3. – Research: The [atom bombs](http://history1900s.about.com/od/worldwarii/a/hiroshima.htm) dropped on Japanese cities in 1945.
4. – Should a mother [tell](http://www.thebettermom.com/2013/10/01/5-facts-my-daughter-really-needs-to-know/) her daughter how beautiful she is? – Discuss.
– 30 years after Mother Albertina’s statement (II, 3): “a nurse, a secretary, and a teacher”. – Explain why in 1963 the time was right for Betty Friedan’s “[Feminine Mystique](http://history1900s.about.com/od/1960s/qt/femininemystiq.htm)”.
– “Who is going to protect us from the police?” – Relate this question of Lily’s to the [American Dream](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/except/) and the right to carry [guns](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/guns/).
5. – “Seems to me, you lose more than you gain” – Explain why Jim might have a point in a place like [Phoenix](http://phoenix.gov/waterservices/wrc/yourwater/history/).
– Briefly explain what makes Lily’s husband feel he is “Big Jim” again.
6. – List and prioritize: According to [socio-biology](http://webspace.ship.edu/cgboer/sociobiology.html), what qualities would women look for in men?
– List and prioritize: According to [socio-biology](http://webspace.ship.edu/cgboer/sociobiology.html), are men really “latent” polygamists”?
– In the light of VIII, list what each family member would gain by leaving the city.

**IX “The Flyboy”**

1. – Research and briefly sum up: “Franklin Delano Roosevelt’s [public work relief programs](http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-wpa/)”.
2. – Relate Lily’s advice on wearing fake pearls to the American dream.
– List what age groups would enjoy living at Horse Mesa most and explain why? – Consult [Eric Ericson](http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm).
3. – “Rosemary thought I was imposing my will on her.” – Analyse if Rosemary is right in thinking that (pp/ll)?
– List three character traits that Rex Walls shares with Lily?
4. – Rex Walls would make an ideal husband for Rosemary. Analyse (pp/ll).
5. – Write the [speech](http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/speak/mnlog/) ‘Big Jim’ could have made explaining to Rex why he must not see Rosemary again.
6. – List and prioritize the reasons why Lily adds “checks in the plus column”.
7. – With the benefit of hindsight, explain which of Rosemary’s statements seem [prophetic](http://www.nytimes.com/2013/05/26/magazine/how-jeannette-walls-spins-good-stories-out-of-bad-memories.html?_r=1&).
8. [ – ]

**“Author’s note”**

 – Answer in two words: Who is the first-person narrator?

 – Briefly explain: How does the author know what the narrator says or thinks?

 – Discuss: Lily Casey is a reliable narrator
– With Jeannette Walls’ [experiences](http://www.nytimes.com/2013/05/26/magazine/how-jeannette-walls-spins-good-stories-out-of-bad-memories.html?_r=1&) (c.f. IX/7) in mind, guess why she may have idealised Lily Casey.
– Discuss: Lily Casey’s life confirms [Abraham Maslow](http://en.wikipedia.org/wiki/Abraham_Maslow)’s ideas about a [hierarchy of needs](http://www.google.de/imgres?as_st=y&hl=de&tbs=sur:fm&tbm=isch&tbnid=B9w8jyk8Z5p09M:&imgrefurl=http://commons.wikimedia.org/wiki/File:Maslow_hierarchy_of_needs.jpg&docid=Zd5uIIqDqlUqKM&imgurl=http://upload.wikimedia.org/wikipedia/commons/d/db/Maslow_hierarc).
– Compile a timeline of the 20th century with 1930 at the centre using a horizontal A4-sheet.
Look up this [timeline](http://www.hsu.edu/uploadedFiles/administrative_offices/Provost/library/Common_Book_Program/HalfBrokeHorses_Timeline.pdf) and align [historical dates](http://history1900s.about.com/od/timelines/tp/timeline.htm) in the lower half of your horizontal sheet with dates of Lily Casey’s biography in the bottom half.