

Lösungsvorschläge

Step 1:

Vaya Con Dios: Mothers and Daughters

Arbeitsauftrag: Analyse what the daughter in the song accuses her mother of! Give references.

reference(s)	message
<i>"... she thinks she knows you / she thinks she owns you / she wants everything to be the way she told you..."</i>	The mother still sees her daughter as a child who needs guidance and who has to obey her mother.
<i>"... she'll smother you 'till you're choking..."</i>	The daughter is aware of her mother's love for her, but she feels weighed down by it.
<i>".. why has pleasure got to rhyme with sacrifice?"</i>	Her mother obviously is suggesting that for a woman, real pleasure lies in giving herself up for others (e.g. a family). The daughter doesn't agree.
<i>"...You had your ways / I have mine..."</i>	Mother and daughter are different
<i>"Your little girl's a woman, don't you realize?"</i>	The daughter stresses that she is an adult now and capable of running her own life and making her own decisions
<i>"... she'll try to cage you / she'll enrage you / walking round your life deciding for you..."</i>	The mother still seems to be trying to exert some influence by either offering unwanted advice or actually making decisions for her daughter, who perceives this kind of interference as being caged.
<i>"... sometimes she'll praise you / sometimes she'll scorn you..."</i>	The mother seems to be treating her daughter like a child whose every step has to be evaluated (praise vs. scorn)
<i>"... her dreams from yesterday could have destroyed you..."</i>	The mother obviously tries to force her own dreams onto her daughter against her will.

Half Broke Horses: Mothers and daughters

Group 1: (S: 112/43 – 113/29; K: 183/23- 184/22; C: 179/13-180/11)

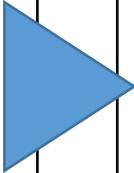
type of conflict: teaching values

Summary: What is happening in this paragraph?

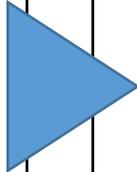
What are Lily's intentions? What does she want to teach Rosemary?

Possible effects on Rosemary?

From the age of three onward Rosemary is being drilled in spelling and maths. Lily spells out her educative goals. She begins to fear that Rosemary could be unfocused and decides to "stamp it out"



Lily's philosophy of life: The world is dangerous and unpredictable, you have to be smart, determined, hard-working and alert to survive. She compares her own childhood with Rosemary's and decides she should be able to do the same.



A life full of „lessons“, feels that she is being tested all the time, not much time to enjoy her childhood?

Half Broke Horses: Mothers and daughters

Group 2: (S: 133/9 – 134/8; K: 215/21 – 217; C: 211/24 – 213)

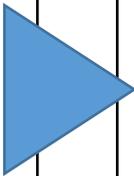
type of conflict: dealing with misbehaviour

Summary: What is happening in this paragraph?

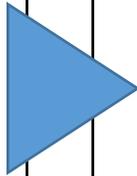
What are Lily's intentions? What does she want to teach Rosemary?

Possible effects on Rosemary?

Rosemary tried playing ill in order to be excused from school. Lily decides to leave her in hospital overnight.



give Rosemary the chance to „ponder truth and consequences“



At seven years of age, Rosemary probably felt deserted and left alone.

Half Broke Horses: Mothers and daughters

Group 3: (S: 148/7 – 149/6; K: 239/14 – 241/6; C: 235/15 – 237/6)

type of conflict: personal inclinations vs. preparing for life

Summary: What is happening in this paragraph?

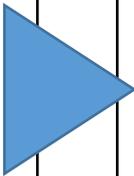
What are Lily's intentions? What does she want to teach Rosemary?

Possible effects on Rosemary?

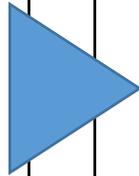
Rosemary doesn't enjoy school at all. Lily tells her to be strong and corrects the letters Rosemary sends home.

Rosemary rebels against school and yearns for farm life, but Lily is determined to keep Rosemary in school.

Rosemary's dream is to live on a ranch and work as an artist.



Lily wants her daughter to be strong and able to deal with difficult times in her life. She also won't tolerate any language mistakes.



Rosemary might feel that her personal inclinations and feelings may not be important to her mother.

Having her letters corrected: tested, maybe even worthless ("you can't do anything correctly")

Half Broke Horses: Mothers and daughters

Group 4: (S: 161/21 – 162/23; K: 259/23 – 261/15; C: 255/19 – 257/11)

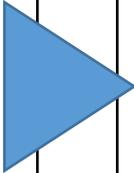
type of conflict: moral standards

Summary: What is happening in this paragraph?

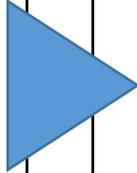
What are Lily's intentions? What does she want to teach Rosemary?

Possible effects on Rosemary?

In the reservation, Rosemary goes swimming with some Indian boys. Lily is enraged and whips her with her belt.



Lily is furious because Rosemary obviously didn't heed her advice that young men are dangerous. She is worried about her daughter's moral standards and is furious because Rosemary disobeyed her. On top of that she feels it might give her a bad reputation as a teacher.



She feels done by unfairly and considers being whipped to be extremely cruel. She refuses any physical contact with her mother. She probably feels rejected and utterly hurt.

Half Broke Horses: Mothers and daughters

Group 5: (S: 172/5 – 173/25; K: 278/20 – 280/27; C: 274/21 – 276/28)

type of conflict: plans for the future / future life

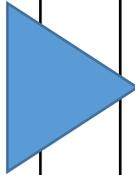
Summary: What is happening in this paragraph?

What are Lily's intentions? What does she want to teach Rosemary?

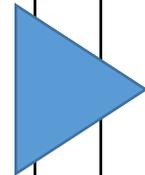
Possible effects on Rosemary?

Lily comes up with all sorts of plans and lessons for her daughter. None of them work.

Lily also pays for Rosemary's painting lessons, although she considers art to be a temporary whim and tries to talk her out of art as a career.



Lily wants to provide her daughter with a future in which she is able to sustain herself.



She feels that her own inclinations aren't taken seriously. "...you can paint a painting that makes it the way you want it to be" shows that she isn't happy with the way her mother dominates her life and makes decisions for her.