

Worksheet 3.1 Then Comes Trouble: Suggested Answers

Note: To aid teachers in creating custom templates of best examples for their individual classrooms, sample answers are furnished for Act 1 *only*.

List below all the conflicts, realized or potential, you can discern. Act 1	Is the conflict internal or external? With outside forces, personal issues, or difficult emotions? <i>Refer to or quote specific text to support your assertions.</i>	How does the conflict evolve—within an act and from act to act? <i>Refer to or quote specific text to support your assertions.</i>	Additions and/or modifications after class discussion:
<ul style="list-style-type: none"> • What the Stage Manager knows (everything) and what the townspeople know (limited) • Life impulses vs. inevitable death • Aspirations and reality • Social and political differences, as described by Mr. Webb • Emily’s sense of self • Her needs from others (e.g., affirmation) • George’s sense of self • George’s rebelliousness • Youth vs. age • Mrs. Gibbs interest in the world at large vs. Doc’s interest in the town and, a stretch, the Civil War • The possibility that Doc doesn’t take his wife’s desires seriously • Mrs. Webb’s anxiety about her children 	<ul style="list-style-type: none"> • Conflicts the Stage Manager articulates are external, largely with death • Life impulses vs. death is external • Aspirations vs. reality are both external and internal • Emily’s sense of self is internal—insecurity, intense desire to be noticed, appreciative, a contributor to society • Also breeds conflicts with others from whom she seeks affirmation that doesn’t always come (from her parents) • Conflict between the adult Gibbs’ distinct desires... 	<ul style="list-style-type: none"> • Stage Manager on life and death accrues with each death he refers to—from war, illness, age, etc. • Emily’s needs become more pronounced; she asks for more and more affirmation and support from her parents • Contrast of adult Gibbs’ desires also accrues 	

<p>List below all the conflicts, realized or potential, you can discern.</p> <p>Act 2</p>	<p>Is the conflict internal or external? With outside forces, personal issues, or difficult emotions? <i>Refer to or quote specific text to support your assertions.</i></p>	<p>How does the conflict evolve—within an act and from act to act? <i>Refer to or quote specific text to support your assertions.</i></p>	<p>Additions and/or modifications after class discussion:</p>

List below all the conflicts, realized or potential, you can discern. Act 3	Is the conflict internal or external? With outside forces, personal issues, or difficult emotions? <i>Refer to or quote specific text to support your assertions.</i>	How does the conflict evolve—within an act and from act to act? <i>Refer to or quote specific text to support your assertions.</i>	Additions and/or modifications after class discussion: