

## English 4 AP Winter Break Assignment – “A Rose for Emily”

**Discussion Questions: On a separate sheet of paper answer the following questions.**

1. “A Rose for Emily” is narrated in first-person plural. Why do you think Faulkner chose “we” rather than “I” as the voice for the story? How might this narrative strategy be related to the description of Emily as “a tradition, a duty, and a care; a sort of hereditary obligation upon the town” (part 1 paragraph 3)?
2. Trace the timeline of this story, and then analyze why the author decided to recount the tale in this manner. How does the order of the telling help shape the story’s meaning? What details foreshadow the story’s conclusion? What governs the five-part division of the story?
3. Discuss how this story might be viewed as a conflict between North and South. Keep in mind that Homer Barron is a construction foreman and a northerner, while Emily Grierson comes from a genteel southern family. How might the physical descriptions of Miss Emily relate to this theme?
4. How is Miss Emily “a fallen monument” (part 1 paragraph 1)? To what is she a monument? Why is she repeatedly called an “idol”? What connection can you draw between these images and one of the story’s themes?
5. Describe Emily’s relationship with her father. What details in the story support your view? How does this relationship influence the development of events in the story?
6. Did the story’s ending surprise you? Explain why Miss Emily did what she did.
7. In an interview, Faulkner described the conflict of Miss Emily: she “had broken all the laws of her tradition, her background, and she had finally broken the law of God too. . . And she knew she was doing wrong, and that’s why her own life was wrecked. Instead of murdering one lover, and then to go on and take another and when she used him up to murder him, she was expiating her crime.” How might this story be seen as expiation?

### **Writing Assignment:**

Look at Part V of “A Rose for Emily” and annotate the passage for literary devices such as diction, syntax and imagery. Then in a well-developed paragraph or paragraphs analyze how Faulkner’s style reinforces one of the themes of the story.