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Pineau

De Asensao

T°OIB

29-09-20: Essay 2

Intimate Apparel

"When Mr. Pirzada came to dine"

"The past is not a package one can lay away" Said Emily Dickenson. This idea that our precedent actions will always be a part of who we are seems to be a generally accepted fact. However, very few are those who take the time to ponder upon the importance that the past should have on one's life. Lynn Nottage reflects on the effect that the abandonment of one's past has on their lives. In opposition, Jhumpa Lahiri explores the consequences of holding on to the past. In both "When Mr. Pirzada Came to Dine" and Intimate Apparel, the authors bring the "readers" to the conclusion that the idea that one's relationship to the past should not get too close to an extreme. Therefore, when linked together, these stories teach the receiver that their relationship to the past should stay balanced. ✓

At first, both the characters of Ester and Mr. Pirzada are portrayed as very close to their past. For example, Ester's past is represented by the quilt she keeps, in which all

good point

her savings are kept. Nottage creates that metaphor when Ester says "That half my life. Thousands of tiny stitches and yards of fabric passed." This quote seems like a hyperbole because of terms such as "thousands of" but it might just be realistic, and this seemingly exaggerated diction allows the author to give more importance to that money. On the other side, the way Lahiri links her character to his past is through his following of the news. By religiously connecting to the news every day, he follows the evolution of his country, where the people who were in his past life were still stuck. This is how the author creates a relationship to the character's past that holds him back, while Nottage builds a character whose past allows her to push forwards.

However, after forming a positive relationship between her character and its past, she wrecks all of Ester's hopes by making her throw her whole history and hard work away for the dream of a life where she wouldn't be alone. The character believes that she may find some real company with a desperate action.

as she "tears into the quilt, wrenching it apart with her bare hands".¹ As the quilt is used to represent the protagonist's projects and dreams, the fact that she "tears into [it]" is much more violent.² The use of the word "wrenching" creates a sense of destruction, as though with a single word Lynn Vottage was forcing her character to give up on everything that made her life easier.³ And because she does all this with her "bare hands", it seems almost too easy for her to throw everything away, thus proving that one must be extremely careful to the way they treat their dreams and projects, or they risk losing them. This is all used by the author to prove that the past mustn't be forgotten and that a project on one's own is better than a dream with someone else.

good analysis of style

that one invested one's past in is not worth throwing away

Another way to see the influence of the past on a character's action is through Mr. Pirzada's behavior towards Fatmawati. In this moment, his fear for his own children's life translates through the worries he expresses for Lilia. This is how the author explains that not only will the past, and the people one has left behind continue to be impactful through long periods of

OK,
I think you
could
develop this
point more

time, but also shows how parenthood impacts one's worries and perception of life. The character tries to think of all possible dangers, by listing them: "if it rains? if they lose their way?" this clouds his judgment, because it may be an unnecessary fear. However, because of his own children, "his eyes contained a panic [Lilia] had never seen before". Here, the use of the term "panic" is used to emphasize the irrationality of this fright, which truly isn't due to the dangers of Halloween but to those of the war in India. ✓ This shows how one's past can stop them from thinking clearly, and may create irrational or inappropriate emotions and worries.

Through these two stories, the reader's can learn that an imbalance to their relationship to the past could be dangerous. Although both authors create very different characters, they both explore the theme of the past without the use of nostalgia, which is not the case in the Handmaid's Tale, where the protagonist experiences many moments of regrets towards her past.

ASSESSMENT RUBRIC FOR OIB AMERICAN OPTION WRITTEN EXAMINATION: ESSAY

N.B. A short response may require assessment to be lowered.

Category	Below Level -0.5 or more at the discretion of the examiner	Level 0	Level 1 + 0.5	Level 2 + 1.0	Level 3 +1.5	Level 4 +2.0
Knowledge & Understanding	No true understanding or first-hand knowledge shown. Factual inaccuracies void argument.	Some understanding but superficial. Learned response replaces first-hand knowledge. Factual inaccuracies affect argument.	Satisfactory understanding and knowledge. Development may be limited with some inadvertent or minor factual inaccuracies.	Good overall understanding. Knowledge is full and developed.	Very good and thorough understanding, including some subtlety. Levels of meaning are apparent.	Excellent understanding, including some subtlety. Levels of meaning are apparent. Detailed and pertinent knowledge.
Response to the Question	Off-subject or no clear response discernible. Observation, commentary or opinion may be present but no attempt to form an argument.	Response is partial or muddled. Argument is directed at the question but may be confused or superficial.	A satisfactory response to the main implications of the question. Some aspects of the question may be ignored.	A good response. Argument addresses the question but may need more development.	A very good response. Argument is complete and well-targeted, and the question is well-understood.	An excellent response. Argument demonstrates original thought and addresses the question with clarity and depth.
Analysis & Depth (Includes discussion of style at Level 2 and above)	Plot summary or generalizations dominate. No successful attempt at analysis.	Plot summary or generalizations frequent. Little or unsuccessful analysis.	Inconsistent analysis that does not always address important elements. Analysis may be uneven or lacking in depth.	Good analysis that appropriately addresses important elements. Generally appropriate analysis of style illustrated by relevant examples.	Very good analysis. Thoughtful, pertinent analysis of style.	Excellent analysis and argumentation. Insightful, sophisticated and coherent analysis of style.
Organization of the Essay & Integration of Evidence	No logical sequence of ideas. Chronological confusion. Development is so inadequate that clarity is in danger of dissolving completely.	Weak or mechanical structure. Development is barely adequate and examples are either impertinent or lack clear connection to the argument.	Satisfactory structure and development. Sequence of ideas generally logical. Examples not always pertinent and integration may be awkward.	Good structure with some transitions. Sequence of ideas logical. Examples are generally pertinent and most often integrated appropriately.	Very good essay structure with solid transitions. Clear development throughout and good integration of supporting evidence.	Excellent essay structure with clear transitions. Carefully planned, persuasive development throughout. Sophisticated integration of supporting evidence.
Expression	Meaning often cannot be surmised. The essay is very difficult to read.	Prose can be read and its meaning surmised even if hampered by weak control (or French interference).	Prose conveys the writer's ideas adequately. Vocabulary is sufficient and notions of good English usage are evident if sometimes inconsistently applied.	Prose shows evidence of good writing skills. Lapses are minor and do not impede understanding. Some care is shown in word choice and register.	Prose is clear and coherent. A rare lapse does not mar ideas or flow. Effective use of vocabulary and register.	Prose is articulate, fluid, and displays an excellent command of written language. Sophisticated use of vocabulary and register.
Totals						