

Directions for your Constructive Response to *The Graduate*

- After you have read each of the constructed response questions below, select one to answer. The constructed response verbiage is listed below to assist you in this process.
- Responses are graded on quality not quantity, looking for thinking in your writing, and reflection on the article above.
- Use the film *The Graduate* to explore the characters and storyline in order to provide support for your answers and to properly address the questions.
- You may compose your response in a *Microsoft Word document*.
- Make sure to include your name and hour attached to your work.
- Email your assignment as an attachment or within the email your instructor. Subject line: *The Graduate* Assignment



Option One

One of the themes that are explored in *The Graduate* is the “loss of innocence.” Innocence is described as “The state or quality of being innocent; freedom from that which is harmful or in furious; harmlessness. The state or quality of being morally free from guilt or sin; purity of heart; blamelessness. The state or quality of being not chargeable for, or guilty of, a particular crime or offense; as, the innocence of the prisoner was clearly shown. Simplicity or plainness, bordering on weakness or silliness; artlessness; ingenuousness.”

Thus the loss of innocence would be the opposite of the state that is defined above. Write about the moment in your life, when you realized that you had become an adult? What happened in that situation? How did you feel when you came to that realization? What were the circumstances that lead up to this discovery? Did anyone observe this change in your psyche or was this a self-realization? Do you feel like there is a date and a time when you became an adult? Is there pressure in today’s society to make young people grow up? If so, did this pressure make your onset of adulthood happen prematurely? Would you like to return to childhood? What are the benefits of becoming adult in your world, if any?

Option Two

In his book *The Gift of Fear*, Gavin de Becker criticizes the film *The Graduate*, saying that it taught an entire generation of American men that the way to gain favor with a woman is pursue them at all costs and ignore them when they say they are not interested; and that this has romanticized stalkers. Can you relate to the relationship in the story? Do you understand Gavin de Becker’s thoughts on stalking? Have you ever been attracted to the wrong person for the wrong reasons, or even for what you perceived as the right reason? Where has this situation taken you in your life? How did affect others around you? Have you found it difficult to cut relationships that are inherently bad for you as a person? What attributes do you seek out in your relationships? Have you ever found yourself obsessed with another

individual? What happened to that obsession? In your relationships who have you sought out for guidance; parents, teachers, friends? What relationship in your life has been a role model for how you should behave?

Option Three

While a great deal of scholarship is devoted to this film, the most prominent themes critics tend to latch onto are those of gender relations as well as the more generalized historical context of the film, coming as it did in the 1960s at a time when the generation gap was quite pronounced. Do you feel like there is a generation gap with today's youth and adults? How have you experienced the generation gap in your own life? Are adults in your life connected to the things that you are connected? Give numerous examples of how you have seen and experienced a generation gap? Do you think there will always be a generation gap? Do your parents understand all aspects of your life? Share one or more experience that reveals how they are not connected to your life?

Key Verbs and Tasks used in Constructive Response

- Analyze - Examining carefully by looking at the different parts of the whole and figuring out how they are related to each other.
- Apply - Using what you have learned to demonstrate show, or relate something.
- Compare - Using examples to show how things are similar.
- Contrast - Using examples to show how things are different.
- Evaluate - Making a judgment backed up with support.
- Infer - Making an educated guess or hypothesizing... reading between the lines.
- Interpret - Explaining a possible meaning of a text
- Paraphrase - Putting the author's ideas into your own words
- Predict - Using information available to make an educated guess about future events
- Summarize - Presenting the author's main ideas in a shortened form
- Support - Using specific facts to "back up" your answer, utilize details and examples from the text.
- Synthesize - Combining several ideas and making something new