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KEY SKILL A: Being Open to Other Perspectives

- Being open to the perspectives of other people involved in the same conflict is a critical skill for resolving conflict.
- Have you ever considered that the same conflict may not be experienced in the same way for another person?

Lessing through the medium of the boy forces her readers to realize that Nature is above the influence of the frail and mortal men. The boy is subject to face the pinching reality that he does not have the power to change the course of life, that he could not interfere with Nature itself. Unable to help with the vigorous joy of life the boy asserted his individuality by his exultant attitude and an ecstatic dash through the veld. Lessing has claimed that her real education came from observing nature on the veld, which became the setting for many of her stories. This realization strikes another cord into the boy and he admits his own mortality. And the boy wonders: “perhaps an hour ago, this creature had been stepping proudly and free through the bush... proudly stepping the earth, tossing its horns, frisking a pretty white tail...walking like kings and conquerors...” And then he was suddenly met by an unexpected death which marred the beauty of the young animal. At some point of his life the boy too would lose the struggle and like the buck he too will be forced to let go. The word antagonist means any force in a story or play that conflicts with the protagonist; thus, makes life and death the antagonist because they shatter the boy’s world. Naturalism. All of her works center around modern themes such as the clash of cultures, the gross injustices of racial inequality, the struggle among the opposing forces within an individual’s own personality, and the conflict between the individual’s conscience and the collective good. The author shows an extreme mastery of craft in projecting home her viewpoint through the persona on the boy, namely, life is unpredictable. You may find that your ideas about what the various parts of the plot are change as you read further into the story. In the African’s veld, their lives many dangerous creatures that can hurt or kill someone while also running in difficult terrain that may harm the body; however, the boy “not believing that such a thing could happen to him” (613) runs anyways. I can make of it what I want. A typical plot involves the introduction of a conflict, its development, and its eventual resolution. At the beginning of the story, he is seen saying aloud, “Half-past four! Half-past four” (611), so that his brain can wake...show more content...The boy then admits that he had “fun of knowing that it was a weakness he could defeat without effort” (611). So why should I interfere?” This struggle with the opposing forces of his own personality forces the boy to realize the painful truth that he has no command over nature. Thus the air of immortality with which humans garb themselves is totally in contrast to the reality and is, thus, immature. In “A Sunrise on the Veld” a boy discovers his own limitations by observing the ways of nature. I contain the world” (614). Her short story “A Sunrise on the Veld” documents the protagonist’s initiation from youthful arrogance to the maturity of experience. Growing up on a farm in Africa, Lessing spent her youth exploring the bordering veld, a vast grassy land with sparse bushes and almost no trees. The nature of man is mortal asserting or assuming otherwise is simply uncharacteristic and delusional. The protagonist of this story is the fifteen-year-old boy who believes he is in control of the whole world. A plot is a series of events related to a central conflict, or struggle. As the boy himself muses: “I am fifteen! Fifteen!... There’s nothing I can’t become, nothing I can’t do.. Go away” The boy’s transition from the haughty sense of superiority to a more realistic attitude of stubborn immaturity becomes evident when the boy realizes the error of his own ways. In the story, “Sunrise on the Veld” written by Doris Lessing, this boy believes he does. I can’t stop it. “The reality that every soul will taste April 2, 2019 by Essay Writer Winner of the Nobel Prize in Literature in 2007, Doris Lessing crafted fiction that is deeply infused with autobiographical touches, especially from her experiences in Africa. I am not for you- not just yet at any rate. Ironically like any typical youth the boy believed himself to be a fully mature man with utter and complete command over his life. There’s nothing I can do” This stoic acceptance of the horrific reality of life marks the boy’s initiation into the process of maturity and it also marks a realization on the part of boy that he is not an adult but an adolescent after all. “...if I choose. It is then that the boy realizes that not only is he incapable of affecting the nature but that he too was subjugated to it. Write about a time when you learned a lesson about life that startled you or forever changed your view of the world. Terms used to describe elements of a plot include the following: • exposition, or introduction • inciting incident • rising action, or complication • climax • crisis, or turning point • falling action • resolution • dénouement Refer to plot in the Handbook of Literary Terms for complete definitions of each element of plot. This admittance becomes evident when the boy mutters to the ants: “go away. Believing that no harm can come to him in the veld, he runs wildly into it until he hears a cry from a wild animal. Allowed to go into the veld alone, which was uncommon for a female of her generation, she often carried a rifle to shoot game for the family’s food. Have you ever believed you controlled the world? At any unpredictable moment a sudden shift of fate could lead to the termination of the fragile human existence. The life of an individual in influenced and directed by forces outside his control and that the best a man can do is to cope with the realities of life and accept his fate in a stoic manner. For the first time the boy realizes that Nature has to run its course and that he could do nothing to alter its course. If I choose, I can change everything that is going to happen” In order to initiate the process of maturity Lessing puts the boy through a test of merit. The comes into a direct conflict with his own conscience when becomes evident when the boy hesitates to put the creature out of its misery. But then he thought: if I had not come it would have died like this. There are protagonist and antagonist, symbolisms, and irony in the story. Taken to its extreme, Naturalism views all events as mechanically determined by external forces, including the decisions made by people. Lessing portrays a boy (who does not have any specific name, making him a symbolic character) who is over filled with vainglorious sense of pride at his complete mastery over his body: “he played with it for the fun of knowing that it was a weakness he could defeat without effort” His hubris is evident from his sense of superiority over the forces of nature, as the boy believed in his adolescent triumph: “Even my brain- even that! I can control every part of myself.” Deluded by his euphoria over his belief that he is a usurper upon the forces on nature the boy prided in the fact that he had proved his merit, that he had defeated the undefeatable forces of nature by sheer will power alone. This painful realization evaporates all his previous euphoric sense of delight at this own superiority and we see that the boy is unable to face the criminalizing pangs of his own conscience; thus, “he would not face it. The boy realizes that: “all over the bush things like this happen; they happen all the time; this is how life goes on, by living things dying in anguish”. The boy felt a searing pain in his own body at this revelation and unable to help himself he uttered: “I can’t stop it. As the boy beings to run “madly, like a wild thing” (613), he starts “shouting and yelling wild, unrecognizable noises” (613). It doesn’t take him long to pin point the origin of the strangled scream to a mangled buck that looked like: “a figure from a dream, a strange beast that was horned and drunken legged... it seemed to be ragged” The boy’s maturity comes under the strain of natural forces outside his control when he is forced to witness the gruesome manner of death of the innocent buck. As the boy reminisces: “he had once stayed awake three nights running, to prove that he could, and then worked all day, refusing even to admit he was tired; and now sleep seemed to him a servant to be commanded and refused” The boy was completely entrenched with a feeling of invincibility and he sought the world with adolescent wonder and excitement. I contain the world. The young boy will soon realize that everything will come to an end. The boy then stretches his whole body and says, “Even my brain—even that! I can control every part of myself” (611). As you read, think about what naturalistic themes are present in this short story. The story start off with the boy saying, “half-past four” (611) so that he can go hunting for breakfast. Often these forces were beyond the comprehension or control of the characters subjected to them. Like the boy the buck too had been euphoric, full of life until the moments before its horrific death. However he could not sever his emphatic link with the anguish of the dead animal and we witness that: “he found that the tears were streaming down his face, and his clothes were soaked with the sweat of that other creature’s pain”. This pain also unravels another significant reality to the boy when he realizes that there is a similarity between the buck and his own persona. He was a boy again, kicking sulkily at the skeleton, hanging his head, refusing to accept his own responsibility.” It can be said that Lessing’s purpose behind writing the story or the message which she tries to bring to her readers is that life in uncertain. As Bruce Olsen clarifies, “the victory over the alarm clock is indeed a triumph of will, but it is a common sort of triumph and not worth the value he places upon it” (Olsen 187). As you read, jot down your ideas about what events in the story correspond to these terms. The boy acknowledges the fact that his past actions had been cruel. Then, write each of the boldface terms down the side of a sheet of paper. As the narrator delineates: “it came into his mind that he should shoot it and end its pain.. Written in third person narrative, the plot of Doris’ narrative is complex in nature. Plot. This story enfolds in its narrative the transformation of a young boy’s belief in his superiority over the world to his understanding of how vulnerable he is and how similar he is to the other inhabitants of the veld. Like the suffering buck he too had delivered his share of cruelty on innocent animal. Naturalism was a literary movement of the late nineteenth and early twentieth centuries that saw actions and events as resulting inevitably from biological, environmental, or natural forces. His jubilant and exhilarated state of happiness comes to a sudden halt when the boy notices a contradiction: “in the deep morning hush that held his future and his past, there was a sound of pain... a kind of shortened scream.” The boy loses his animation altogether and becomes alert and focused so as to identify the source of the strange sound. People like Bowden will say, “he was feeling invincible and full of life” (Bowden).

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