

**Chapter 1 : A Lesson Before Dying Chapters Quiz - ProProfs Quiz**

*Free summary and analysis of Chapter 4 in Ernest J. Gaines's A Lesson Before Dying that won't make you snore. We promise.*

In the local church, six months of the year but really only five and a half, he admits to himself, he teaches classes for students from ages six to thirteen. In order to teach as many classes as he can, he assigns his sixth-grade students to teach first and second graders while he teaches third and fourth graders. This is the only way he can give all the children some education. While white schools enjoy better funding and more attention from the school board, Grant has to make do with limited space, time, and textbooks, even assigning students to teach sections of the class. Nevertheless, he teaches because he seems to recognize that education does have some value: Active Themes Grant remembers his night after seeing Vivian. He drove home to his house, and when he went to say goodnight to his aunt, she pretended to be asleep. The next morning, she cooked him a big breakfast, but avoided talking to him whenever possible. Active Themes As he teaches his students, Grant finds himself getting angry with everything they do. He spanks one of his boys for calculating a multiplication problem by counting on his hands, and tells him that he must use his brains, not his fingers. He scolds the boy for using too much chalk, and tells him that he has to buy chalk for the children with his own money. He also scolds a girl for writing a sentence in a slanted direction instead of a straight line, and tells her to write six sentences in a straight line. Grant is angry with Lou and with himself for agreeing to talk to Pichot, but he takes his anger out on other people. Active Themes As the children work, Grant thinks that he knows all the families of his children. The boy he spanked, for instance, has parents who work on a plantation, and the girl has a cruel father and a pregnant sister. He goes to use the restroom while his student teacher, Irene Cole, maintains order. When he returns to the classroom he enters through the back door. He sees a boy playing with a bug and hits him on the head with a heavy book. Grant angrily tells his classroom that the children who play with bugs will end up like Jefferson: Once again, Grant behaves unkindly to others, but then recognizes that he was wrong to act this way. Grant marvels that Farrell is still an errand runner who Pichot never trusts with information, and thinks that Farrell can only obtain information through his own craftiness. Grant despises the wealthy white people like Henri Pichot who look down on blacks; indeed, he sees evidence everywhere that blacks are treated as inferior. Retrieved November 8,

**Chapter 2 : A Lesson Before Dying Chapter 4 Summary & Analysis from LitCharts | The creators of SparkNotes**

*A summary of Chapters in Ernest J. Gaines's A Lesson Before Dying. Learn exactly what happened in this chapter, scene, or section of A Lesson Before Dying and what it means. Perfect for acing essays, tests, and quizzes, as well as for writing lesson plans.*

Through a series of flashbacks, we learn that Jefferson is innocent, despite the circumstantial evidence that places him at the scene of the crime. In short, he attempts to convince the jury that Jefferson is simply an animal that acted on impulse, and that executing him would be like putting "a hog in the electric chair. Mose Ambrose, the local pastor. When Jefferson is brought before the judge and asked if he has anything to say prior to his sentencing, he hangs his head and declines to speak. The judge sentences him to death by electrocution, with the date to be set by the governor. Hoping to avoid them, he hurries to his room and pretends to be engrossed in grading papers, but his aunt follows him and chides him for not speaking to her friend. Grant tries to convince the women that their plan is futile, but they refuse to listen to his advice. While Inez is in the library with Pichot, Grant looks around the kitchen and recalls that, as a child, he used to help Miss Emma and Tante Lou as they worked in this kitchen for the elder Pichots. His reverie is interrupted when Pichot enters, followed by his friend, Louis Rougon. Miss Emma greets the men, then presents her case to Pichot, reminding him of her years of devoted service to his family. Astonished by her tenacity and persistence, Pichot reluctantly agrees to talk to his brother-in-law. Before leaving, Miss Emma assures him that she will be back the following day for his answer. He orders a drink and dinner, then calls his girlfriend, Vivian Baptiste, and asks her to meet him at the club. Vivian agrees that he should visit Jefferson. Although this declarative statement uttered by the nameless narrator seems to express a simple fact, it speaks volumes. The phrase introduces the ironies and contradictions that pervade the novel, in which things are not always what they seem, and "truth" is a highly subjective concept. Without knowing anything about him, we sense that he is cynical, indifferent, and detached, and that the story he is about to tell is so familiar to him, he knows the ending by heart. While the "great stone" symbolizes power and stability, the stump suggests tenacity and perseverance someone who clings to life despite having been "cut down" and denied the opportunity to flourish and grow. But Gaines goes even further. We later discover that both Miss Emma and Tante Lou are devoutly religious. Neither the stone nor the stump, however, possesses the power of language, a concept that is central to the novel as Grant and Jefferson struggle to find a way to connect and communicate with each other. We do not hear the story from Jefferson, who is, in effect, denied the right to speak. Like most blacks of that time, he is not given a voice in his own fate and must learn to find the words to express his humanity. Readers should also note the use of regional dialect, blues language, and black vernacular, as well as the forms of address used to identify characters "boy," "sir," "Mr. Washington recounts a conversation with an elderly black man that illustrates the devastating psychological damage this type of language had on many enslaved blacks: I asked him how many were sold at the same time. According to this story, Noah cursed Ham and his descendants to be "servant[s] of servants" because Ham saw his father naked. The Bible also lists "the swine" pigs and hogs among the animals designated as "unclean. Bred to be beasts of burden, blacks were noted for their brute strength and usually depicted as happy, childlike creatures of limited intelligence who needed firm discipline from whites. Perceived as devious, untrustworthy, and sexually promiscuous, they were portrayed as dirty, ugly creatures with an objectionable body odor. Viewed in these contexts, we can begin to see why being referred to as a "hog" has such a devastating impact on Jefferson and Miss Emma. Although she has lived under the white racist devaluation of black people, she does not accept it, relying on her faith in God and in human dignity. As critic Charles E. Why would he know the months of the year, when his existence in rural Louisiana is dependent not on the calendar year, but on the generic planting season? Note, for example, the repetition of words such as "standing," "solitary," "now," and "hog," all of which underscore key themes that resonate throughout the novel. Gaines also explores the fine line between fantasy and reality. Meanwhile, the brief conversation between Grant and Miss Emma demonstrates the difference in their perspectives. Grant is willing to resign himself to the situation and accept the inevitable outcome, acknowledging what he sees as a

death of black manhood” another theme in this book. Miss Emma, however, embraces life and is determined to do what she can to effect a change. Note that Miss Emma assumes that the role of teacher automatically confers a measure of status and respect upon an individual and charges that individual with certain responsibilities to the community; Grant, however, sees himself as totally ineffectual in a role that provides him with neither status nor respect. But although slavery has been outlawed for more than eight decades, Henri Pichot and Louis Rougon still expect blacks to be servile and subservient. No one offers Miss Emma or Tante Lou a chair or a glass of water. Pichot clearly dominates the conversation, and both he and Rougon seem astonished when Miss Emma insists on an answer to her request after Pichot signals that the conversation is over. In short, the interchange prompted by the encounter between Pichot and Miss Emma represents the uneasy relationship that remains between the races. Chapter 3 also introduces two more of the key themes that resonate throughout the novel: Much of the communication between Miss Emma and Henri Pichot, and between Grant and Tante Lou, takes place through gestures, body language, and meaningful looks. One of the highlights of Chapter 4 is the description of Bayonne, with its segregated churches, schools, and movie theaters. They also suggest the great migration of rural Southern blacks seeking a better life in the urban North. Thus, railroads are a symbol of hope, representing opportunity and choice. Chapter 4 introduces more themes and symbols and clarifies concepts introduced in previous chapters. Note that there is no telephone in the quarter. Would he have been able to reach anyone? The attorney implies that since Jefferson lacks a formal Eurocentric education, he is not a "civilized" human being. This blatantly racist argument fails to note that blacks had been legally denied the right to learn to read and write, often upon threat of death or disfigurement, and that even now they were denied the textbooks and other resources that could enable them to study Western classics. Later in the book, we see the school superintendent suggest that students earn money to buy toothbrushes” not books. We must live with our own conscience. The remark illustrates the irony of the situation: The quarter served as a home for slaves in the nineteenth century and the homes of sharecroppers in the twentieth century. The cabins had no electricity or running water until after World War II. I need you speak for me. This statement further reflects on the power of language as a recurring theme. Note the irony here, as Miss Emma seems to have no problem speaking for herself. A parish is the equivalent of a county in other states.

*LitCharts assigns a color and icon to each theme in A Lesson Before Dying, which you can use to track the themes throughout the work. Arn, Jackson. "A Lesson Before Dying Chapter 4." LitCharts. LitCharts LLC, 20 Aug Web. 28 Oct Arn, Jackson. "A Lesson Before Dying Chapter 4." LitCharts.*

Unable to move, his mind wanders free while he waits for the end. It can take a long time to die. Beta needed, please Rated: Rowling and Warner Bros. Hello everyone, thanks for all the reads and thank you to my reviewers, where ever you may be. I appreciate the kind words and virtual pizza. I had an infestation of plot bunnies taking over my brain this week. I hope you enjoy the chapter. If not, wellâ€¦ as always, tell me so! On the plus sideâ€¦ I have a lot of story material for the future written down. Chapter 4 Hermione Granger had been in what was left of the hospital wing for a week. First she had been there as a patient. That lasted for all of fifteen minutes while some volunteer medi-witches that had come from St. Her injuries had been pretty minor compared to some others. That included the man that she was watching now. After she had portkeyed Professor Snape to the hospital wing during the battle, she had made sure he was safely tucked away and then resumed fending off the Death Eaters. Hermione had hurried back as quickly as she could, all things considered, with a Dilitrio potion and the Velonia mixed with essence of dittany. Thank Merlin, he had been too weakened to fight her very much. In fact, just as they had arrived back at the castle, Hermione had thought all of her efforts had been for naught and that the dark haired man had died in the moments it had taken to get there from the Shrieking Shack. Somehow, he had prevailed. His memories may be enough to exonerate Severus Snape of the murder of Albus Dumbledore and prove his activities as a spy for the Order of the Phoenix during the second war. In the meantime, Madam Pomfrey threatened any witch or wizard within an inch of their life who dared to disturb her patient. The only person who had been allowed to visit him regularly was Hermione herself, and then only for an hour at a time, three times a day. Harry had kept quiet about it. He had been to visit the man twice himself, but had only stayed for a few minutes each time. There was no name attached, but Hermione knew they were from the bespectacled young man. Muggle fiction was her guilty pleasure. Rubbing at her eyes wearily with one hand and holding the book with the other, Hermione stood and stretched the stiffness from her limbs. The kindly witch had allowed her to stay past visiting hours for the severely injured section of the hospital wing, but Hermione had no wish to press her luck. Her time alone had been scarce this past week, what with reporters from the Daily Prophet descending on the school, well-meaning volunteers from the magical community, and Molly Weasley fussing over all of them whilst grieving. He was grieving along with the rest of his family, and had demanded much of her attention as well. Hermione turned the corner and almost crashed headlong into Professor McGonagall. I was just on my way to look in on him," the elder witch clasped her hands tightly in front of her. No one knew what his part truly was in all of this. Shortly Hermione had passed the statue of Boris the Bewildered and murmured the password for the bathroom, "Scrubbing bubbles. Carefully, she sat her bag well away from the tub and then began turning the taps. The pool like tube began filling rapidly with pink foam and lavender bubbles, and she went to place her clothing near her bag. She pulled a medical text she had been poring over the night before and placed a waterproofing charm on it and then went back to the tub. The scent of roses, lilac, and the smallest hint of something minty filled the air above the tub and she slipped gratefully into the water. She set her wand and the book on the tile near the edge and did a few laps on her back. Thankful that no one else was in the room, she floated peacefully. The lavender bubbles floated up from the tub, some gently popping every now and then. After a few minutes, she rose up and paddled back to the edge of the pool. Hermione tried not to splash any more water than was necessary onto the tile as she grabbed for her book. Flipping through the pages, she came to the point she had left off the night before. Magical Coma in the Modern Age â€¦ One of the most puzzling magical maladies of the modern age is the state of being comatose. A coma is a deep state of unconsciousness. The inability to waken differentiates a coma from magical induced sleep. Levels of unconsciousness and unresponsiveness vary depending on what level the brain of the witch or wizard may be functioning at. This includes responsiveness of the magic of the person in question. In general, professional medi-witches and

wizards will do a series of tests in order to try to ascertain the reason for the coma. This will also help them to determine the course of treatment to apply. The coma may have any variety of causes. Intoxication, magical diseases related to the central nervous system, a serious injury or oxygen deprivation are some ailments that may be to blame. Coma can also be induced deliberately with potions in order to protect the patient from intense pain during the healing process, or to preserve and protect higher brain functioning during traumatic head injury. Comas generally do not last for more than a few weeks. A longer lasting comatose state may be reclassified as a persistent vegetative state. Unfortunately, a patient in a vegetative state lasting longer than twelve months will rarely wake up. The book went on to describe some of the tests that would be used to determine the cause of the coma and treatments. It also gave a list for further reading. Hermione closed it and pushed it away. She allowed herself to float on her back again, drifting serenely toward the center of the tub while she was lost in thought. Madam Pomfrey had done several tests and scans on Professor Snape. However, Hermione was determined that everything that could be done for the professor would indeed, be done. She would go in search of some of the other books mentioned tomorrow. She heard a voice and shot straight up in the tub, arms going to cover her breasts. Most of the foam and bubbles had disappeared by now. Hermione turned, her wand now gripped in one water wrinkled hand with the other still covering her chest. The mermaid in the painting above the tub was languidly combing her fingers through her hair. Hermione lowered her wand. I thought someone had come in. Your bath has gone cold! The young witch shivered involuntarily as she realized her arms were covered in gooseflesh. She cast a temporary warming charm on the room and hurriedly finished her bath. Hermione clambered out of the tub and dried off as quickly as she could. She had stayed in the bath far too long, and was about to miss dinner. After she got her clothes back on and had tucked her book away, she waved her wand to clean the mess of water off the tiled floors somewhat, then fairly ran from the room. I know that when J. Rowling was inventing spells and potions names for the books she took her inspiration from Latin, Greek, and Aramaic languages. I feel like Latin is a little over used in fanfiction so I just wanted to do something different. The article on magical comas is based on actual research and information about real life comas. Some of the information was derived from Medical News Today, and from various other sources, including my good friend, Julie, a nurse. I just kind of twisted it for my own means for the magical medical community. Thank you to my reviewers and for the pizza and encouragement! And a special thanks to my best friend, Autumn, who lets me bother her at all times of the night. Your review has been posted.

**Chapter 4 : Chapter A Lesson Before Dying - ProProfs Quiz**

*In Chapter 4 of 'A Lesson Before Dying,' Grant seeks the comfort of his girlfriend. He tells her all about Jefferson and the burden he has been given.*

He tells his aunt that he will eat dinner in Bayonne, not at home. He knows his aunt feels insulted by his not eating her cooking, but he wants to get away to see his girlfriend, Vivian Baptiste. Driving along the St. Charles River, Grant looks at the fishing wharves, docks, nightclubs, and restaurants that are there primarily for whites. Bayonne is a small town that is divided nearly in half between whites and colored people. The businesses, schools, and establishments for whites are at the front of town while those for colored are at the back. Grant turns down an unlit road to get to the back of town, and soon he sees the Rainbow Club. Then Grant calls Vivian, who is trying to get her children settled in for dinner. Vivian agrees to try to get Dora to watch the children so she can come to the Rainbow Club. Grant returns to the counter, and Thelma has his dinner waiting. He chats with her while he eats. When he finishes, he pays and goes to the back of the club to the bar area. Joe Claiborne asks Grant what he is doing at the bar on a Monday night, and Grant says he needs a drink. When Vivian enters the bar, everyone notices her. Vivian is a beautiful woman but does not flaunt her looks. She orders a brandy, then she and Grant move to a table in the back corner where they can be alone. Grant asks Vivian if she wants to pack up and leave the area, but Vivian says it is a crazy ideaâ€”they are teachers and have made a commitment. Grant says he needs to leave this hellhole and go somewhere where he can feel like he is really living. Vivian says she cannot leave until she is legally divorced, not just separated, and Grant admits that he will always want her in his life. Someone chooses a record to play on the jukebox, and Grant asks Vivian for a dance. He tells Vivian that Miss Emma and his aunt want him to see Jefferson at the jail, and Vivian thinks it is a good idea. Grant fears that Jefferson might come to realize the injustice in his sentencing, but Vivian encourages Grant to reach out to Jefferson anyway. They plan to see each other on Friday night in Baton Rouge, where they can be alone.

**Chapter 5 : SparkNotes: A Lesson Before Dying: Chapters 3â€“5**

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They enter through the back door and inform the maid that they wish to see Mr. Miss Emma was the cook here for most of her life, just like her mother and grandmother before her. When he left for college, he vowed never to enter this place through the back door again. After some delay, Henry Pichot and Louis Rougon enter the kitchen. Miss Emma asks Pichot to convince his brother-in-law to allow Grant to visit the prison and educate Jefferson. Pichot hesitates, and Miss Emma reminds him of all the years she spent working for his family. Pichot asks Grant what he expects to do, and Grant responds truthfully that he does not know. Grant carefully avoids being disrespectful, making sure to lower his eyes when necessary. After some cajoling, Pichot agrees to speak to his brother-in-law. Chapter 4 After dropping off Miss Emma, Grant informs his aunt that he will eat in town, which insults her. He drives to Bayonne. She sits with Grant and they talk quietly. He offers to take her and her children far away from the town, but she considers the idea unrealistic and threatens to leave the bar if he continues to speak about it. She asks him why he has not left town for good, and he replies that he wants to be with her. She calls him a liar, because he once left the town to stay with his parents in California. When Vivian asks him why he returned, Grant avoids the question. She reminds him that they cannot be so open about their love for one another until she finalizes her divorce. Chapter 5 The next morning, Grant returns to the plantation school where he teaches black children through the sixth grade. His school is in a church, and his desk is a table normally devoted to the Sunday collection. Grant teaches only five and a half months out of the year, because his students work in the fields the rest of the time. In a foul mood, Grant punishes his students for the slightest offenses, though they try to avoid upsetting him. After a few hours, he steps outside and surveys the homes near his school. He knows many details about the troubled lives of their inhabitants. When he returns to his classroom, he finds a student playing with an insect. He sneaks up behind the young boy and slaps him hard across the back of the head with his ruler. Furious, Grant finds himself telling the class about the task Miss Emma has set for him. He explains how Jefferson will die and says he must make Jefferson into a man, which is exactly what he is trying to do with them. Toward the end of class, a small man enters the church and informs Grant that Mr. Henri Pichot wishes to see him. Even though Grant struggles to manage in the racist white society, his primary struggle is with his own mind. As he says to Vivian, he cannot face Jefferson because he cannot face himself and his own life. Grant feels repulsed by the environment in which he grew up, but somehow he cannot bring himself to leave. When he finally learns how to view his family and friends positively, he becomes able to live in the South with strength and courage. Undoubtedly, however, Grant is not completely responsible for his inability to overcome his inner conflict. They talk to Pichot as servants to master, careful to appear respectful and able to appeal only to his sense of duty and generosity for help. Moreover, as Pichot oppresses blacks by making them serve and beg, the town of Bayonne oppresses them by segregating them to the back of the town. White families own the plantations and fields, and black families work them. White men run the jails, and black men rot in them. White women bear white children, and black women care for them. Gaines shows that the blacks are not only segregated, but they receive meager resources, such as electricity. The road to the black section of town is noticeably darker than the main streets with -streetlights. The inequities of racism also divide blacks from each other. He feels pressured by Tante Lou to conform to the racist expectations of the whites. Grant feels both a connection to and a detachment from his pupils. He wants them to thrive, to transcend the low-class work for which they have been slated, but he expresses frustration when they do not exhibit the concentration that will help them thrive. To the extent that he wants his students to succeed and identifies with their plight, Grant is on their side. Just as his aunt angers him, however, his students anger him. He deals with them harshly, punishing them for tiny offenses and making them afraid. Although he cares for them, he frequently seems disgusted by them and convinced that they cannot make anything of themselves.

### Chapter 6 : A Lesson before Dying - Chapter 4 Summary & Analysis

*About This Quiz & Worksheet. Questions on this quiz and worksheet focus on the situation Grant is facing in the fourth chapter of A Lesson Before the Inn at Dunville.com are also questions that require.*

He rules with his Westcott ruler and reduces his students to tears with his physical discipline and his humiliating remarks. Finally, the sheriff tells him that he can start visiting Jefferson "in a couple of weeks. In effect, we see Grant treating his students the same way that he is treated by the white men. In both cases, the interactions are marked by a blatant lack of respect and by a desire on the part of the so-called superior individuals to humiliate their so-called inferiors. Chapter 5 opens with Grant and his students in the churchyard, reciting the Pledge of Allegiance, a ritual that is fraught with irony, given that there is no "liberty and justice" for blacks in the South. We then follow the students inside and listen to them recite their Bible verses, a ritual that has also become meaningless to Grant and his students. By quoting several of the verses, Gaines expresses his respect for these short, concise statements – for example, "Jesus wept" – which convey the power he aims for in his own spare writing style. Chapter 5 also introduces us to the plantation school and to the role of the black teacher. We learn that the school year consists of only five and a half months, since the children are needed to work in the fields, and that Grant has taught at the school for six years. We learn that the school is an integral part of the community, and that Grant knows the families of all his students. As we watch Grant interact with his students, we begin to question his effectiveness as a teacher and his ability to turn Jefferson into "a man. Although Grant is aware of the problems that the students must deal with at home, he has no empathy for them and no sympathy for their individual hardships. And although he is aware of the violent world many of them will enter after leaving his school, he beats his students, thus teaching violence by example. Instead of seeking to motivate, he seeks to control. He is cruel, impatient, and vindictive, taking out his personal frustrations on his students. In short, he perceives his students as being as insignificant as a "little red bug" and demonstrates none of the admirable qualities that Miss Emma attributes to him. Although illiterate and uneducated like Jefferson, Jarreau is a survivor who epitomizes quiet dignity. He respects Grant as a teacher and, like Miss Emma, sees him as a leader of his community by virtue of his profession. Note that Farrell Jarreau always addresses Grant as "professor," just as Grant always addresses the handyman as "Mr. Sometimes, it was also used to refer to other talented or educated individuals, such as pianists or preachers. Here again, the context of language is key. Note, for example, that when Henri Pichot refers to Grant as "professor," the term is meant to mock and ridicule. Like Farrell Jarreau, Grant is forced to obtain his information "through an innate sense of things around him. The men obviously take pleasure in having Grant under their control. Hoping that he will give up and go home, they force him to wait two and a half hours. When they finally meet with him, they have already made their decision. To amuse his friends, Sheriff Guidry tries to trick Grant into taking sides in an alleged disagreement between him and his wife. Like Inez, Grant is rendered invisible. Glossary sharecroppers people who worked land for a share of the crops, especially tenant farmers. In the South, black sharecroppers generally lived in extreme poverty and were treated as little more than slaves by white landowners. I tried to decide just how I should respond to them. Whether I should act like the teacher that I was, or like the nigger that I was supposed to be.

### Chapter 7 : A Lesson before Dying - Chapter 1 Summary & Analysis

*This feature is not available right now. Please try again later.*

### Chapter 8 : A Lesson Before Dying Chapter 4 by Aubrie Anneken on Prezi

*A Lesson before Dying Homework Help Questions. What is the main theme of Ernest J. Gaines' A Lesson Before Dying? "A Lesson Before Dying" has several main themes (most novels do).*

Chapter 9 : A Lesson before Dying Chapter 4 Summary - [theinnatdunvilla.com](http://theinnatdunvilla.com)

*A Lesson before Dying - Chapter 4 Summary & Analysis Ernest Gaines This Study Guide consists of approximately 77 pages of chapter summaries, quotes, character analysis, themes, and more - everything you need to sharpen your knowledge of A Lesson before Dying.*