SYMBOLS AND THEIR SIGNIFICANCE IN MILDRED TAYLOR'S *ROLL OF THUNDER, HEAR MY CRY*

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Dedicated to

My family: my mother, grandmother, sister, and brother
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ABSTRACT


Among the reasons that make Mildred Taylor’s novel Roll of Thunder, Hear My Cry interesting is its symbolic nature. The novel contains many symbols that encourage the curiosity to see what is behind the symbol.

This thesis aims at digging up those symbols and giving the meaning to the symbols. The approach used in this thesis is exponential approach. This approach is used because it known as symbolic approach. This approach is used because the novel, Roll of Thunder, Hear My Cry contains many symbols.

The writer focuses the thesis on Taylor’s novel into two discussions. Those are the analysis of the symbols existing in the work and why they can be symbols and their significance.

The result of this study shows that the symbols symbolize the condition and situation of the black people at that time. Those can be seen through many events and actions from the white people to the black community. The schoolbook symbolizes an oppression. The car symbolizes power and self-determination. The tree symbolizes the representation of the Logan family. The thunder symbolizes a crisis and destruction. The land symbolizes family’s strength, freedom, and autonomy. The weather symbolizes a force of as strong as that of hatred and love. The bridge symbolizes the white’s authorities. The language symbolizes power and authority, and the flag symbolizes an oppression. Those symbols play a great role to let people see things through a child’s eyes and experience their innocence and disbelief in the cruelties of life brought in racism and prejudice.
ABSTRAK


Dari sekian banyak alasan yang membuat novel Taylor Roll of Thunder, Hear My Cry menarik adalah adanya simbol-simbol yang ada dalam novel ini. Drama ini mengandung simbol-simbol yang mendorong rasa ingin tahu akan ide-ide yang tersembunyi dibalik simbol-simbol tersebut.


Pendekatan karya tulis ini dalam dua pokok bahasan. Hal itu meliputi: mencari simbol yang ada dalam novel tersebut dan mengapa mereka disebut simbol dan mengartikan simbol-simbol tersebut.


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CHAPTER I
INTRODUCTION

A. Background of the Study

A literary work is one of the tools of communication between an author and the readers. The work carries the idea of the author. However, the ideas written in a literary work are not a final idea. It means that the author does not state his/her idea directly. What the author does is only a bridge by which the readers can come to the idea of the author. The author describes in his/her work concrete events in which there are some devices he/she uses like characters, plots, settings, symbols, images, metaphors, and so on. The readers use these devices to interpret the meaning of the work (Guerin, 1979: 195).

Many people love to read a fiction work because it is not merely a story but sometimes it is a reflection of real life. The experience in a fiction can be inspired from the reality, the real experience that human being is dealing with. Anything they see or feel or experience in life can be the main idea of creating a literary work as remarked by Hudson (1958: 88) in his book An Introduction to the Study of Literature:

Literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspects of it, which have the most immediate and enduring interest for all of us. It is thus fundamentally an expression of life through the medium of language.

The example of symbol is clearly described that we can find in our daily life is the sign of traffic light in intersections. Although it is not described in some
sentences, people will understand that a red light means that the driver must stop to give another driver to move forward. Meanwhile, the example of symbol that is implicitly described is that of a mother is holding her child in her arms when the child sleeps to show the mother’s love and care for her child.

Sometimes, an author uses symbols in the characters, places, actions, objects, and details. Through these things, the author tries to give a concrete reality toward an intermingle so that the meaning can be made visible (Rohrberger, 1971: 18).

In some works, symbols are devices that are made significant by the author to transfer his/her ideas. The author uses objects as symbols in order to reveal the implicit idea.

Reading literary works with many symbols is not complete without trying to understand the symbols. If the study is only focused on the understanding of the character, plot, and setting, then we may not have a full understanding on the work.

From symbols, we are able to understand the real conflicts in the novel. There are many symbols hidden in the words on the work. A symbol is written to mean something. That “something” can be meant as the significance of the whole conflict in the novel, or the key to lead for a solution. Mostly, the symbol has connection with the character’s problem.

Rohrberger (1971: 18) explains that putting a symbol is not always based on a certain object. Objects, details, characters, places, even actions can be
endowed with a meaning beyond themselves so that ideas and feelings, intangible things can be given a concrete reality and meanings can be made visible.

Symbol is a form to simplify something else so that it can be understood easily. In *Glossary Literary Terms*, M.H. Abrams (1987: 168) states:

Symbol is applied only to a word or set of words that signifies an object or event that itself signifies something else: that is the word refers to something, which suggest a range beyond itself.

Due to the fact above, the writer is interested to discuss symbols and the significance of the symbols as seen in the work *Roll of Thunder, Hear My Cry* written by Mildred Taylor. Sometimes, we do not realize that there are many social problems around us. We find the problem firstly in our own family. In *Roll of Thunder, Hear My Cry*, the main problem is about racism between black and white families. Set in Mississippi in 1933, it covers turbulent in the life of the Logans, a black land-owning family. The Logans had brought their land during the Reconstruction period after the Civil War, but the original owners, the Grangers are attempting to get it back. It deals with a lot of racism. The Logans family live in the Deep South in an area that suffers from racist attitudes. They fight for the land during the slavery time. They never realize that their problem can influence the attitude of life.

The writer is interested to analyze the novel because it contains a lot of symbols. In *Roll of Thunder, Hear My Cry*, Taylor likes to use many symbols in the story, such as the land, the car, the weather, the thunder, etc. Those symbols may symbolize anything such as character, the relationship between the characters, or the conflict of the story. One of the symbols is the thunder. The
thunder itself does not only stand for "thunder" as a noise which usually follows a flash of lightning such a line which is separated on the sky, but it also has another significant meaning for the story. In this case, the symbol has meaning for the whole story.

B. Problem Formulation

The above discussion leads us to some problems of this study which are formulated as follows:

1. What are the symbols found in Roll of Thunder, Hear My Cry?

2. What is the significance of the symbols?

C. Objectives of the Study

Based on the problem formulation above, the first part of the analysis will mention all symbols found in the story. There will be descriptions of all symbols taken from The World Book Encyclopedia. After the first problem is answered, the second part of analysis will answer the description of the significance of the symbols.

D. Definition of Terms

The terms that the writer wants to clarify in this section are the word "significance" and "symbol." According to Webster’s Encyclopedic Unabridged Dictionary of the English Language, the word “significance” has three definitions.
One of them is ‘the quality of being significant or having a meaning’ (1989: 1326)

The second term definition is symbol. Symbol is the relationship between form and meaning that is arbitrary product of convention (Holman and Harmon, 1986:458). The form does not have natural relationship with its meaning. Generally, symbol has meaning that is different from its lexical meaning.
CHAPTER II
THEORETICAL REVIEW

A. Review of Related Studies

*Roll of Thunder, Hear My Cry* takes place in Mississippi in earlier 1900’s. The author, Mildred Taylor, is one of American’s literature writer. She is known from her plays that often tell about racism and discrimination. Taylor’s play provides insight into the reality of a significant era in American history.

According to Mitsy Pitts, Mildred Taylor insisted that *Roll of Thunder, Hear My Cry* was very racism that there were a lot of racial tension and it depicts how such feeling can hurt someone and how awful it was for people to be treated so badly. ([www.ced.appstate.edu/whs/rollthun.htm#Review](http://www.ced.appstate.edu/whs/rollthun.htm#Review) 1. Oktober 2002)

Lynlee Council in his criticism to *Roll of Thunder, Hear My Cry* states that Cassie is thematically cantered in Taylor’s major work like so many others, Cassie’s life experience from her society. She comes to experience racism directed to her and learns the real dangers of being black ([www.ced.appstate.edu/whs/rollthun.htm#Review](http://www.ced.appstate.edu/whs/rollthun.htm#Review) 1. Oktober 2002)

*Roll of Thunder, Hear My Cry* is a powerful play because there are a lot of things we can take from this play. For instance, we can relate the symbolism with the other elements in the play.

Jill Murphy’s states Mildred Taylor’s beautiful crafted, *Roll of Thunder, Hear My Cry* provides an authentic view of black culture as experienced from the inside. From those reviews, Taylor uses symbolism in this play. There must be
other symbols that can be found in the play since symbol is not only found in one thing.

This thesis will talk about what the symbols are. This thesis will talk about the symbols which are found in the play as a media to relate their existences and significance.

B. Review of Related Theories

Symbols

To analyze the problem formulation, some theories are required as the basic of problem solving. This chapter will explain and discuss further about the basic theories needed for the analysis. Only with the help of these theories, the writer is able to answer the problem formulation.

Symbolism is one of the most important aspects of imaginative literature that is often difficult to be detected and understood since it has deeper meaning than the word itself. The imaginative literature here means the way an author sends his idea through literary work where we have to use our imagination to understand it. Wellek and Warren’s statement in his book Theory of Literature defines symbol as something to represent something else (1956: 189). Sometimes to interpret a word is not as simple as the meaning of the word itself. It probably has more than one meaning that is deeper than the literal meaning. Graham Hough in Essay on Criticism defines symbolism as a fundamental activity of human mind. It is the power to express unclear thing in some apprehensible form (1966:}
Symbol is a form to simplify something else so that it can be understood easily.

In *Glossary Literary Terms*, M. H. Abrams states:

Symbol is applied only to a word or set of words that signifies an object or event that itself signifies something else: that is the word refers to something, which suggest a range beyond itself (1987:168). Abrams in *A Glossary of Literary Terms* and Mary Rohrberger and Samuel H. Woods, Jr. in *Reading and Writing about Literature* classify symbol into two kinds. The first is conventional or cultural or universal symbol and the second is private or authorial or contextual symbol.

According to Roberts and Jacobs in *Fiction An Introduction to Reading and Writing* (1987:280), cultural or universal or conventional symbols are those which are generally and universally recognized, and the author referring to them relies on this same and common and universal experiences, history, and culture.

Rohrberger and Woods, Jr. (1971: 15-16) illustrate example of public or common or conventional symbols. A cross in a building says that it is in some way, is connected with Christianity. A driver stops when the traffic light is red, another symbolic of communication. Common people understand all this examples as they meet such symbols, and these are more effective than explicit statements.

Whereas in *private or personal symbol*, the symbols’ significance is only an evident in the context of the work in which they appear. They can be symbols only inside the work. Consequently, the meaning of the symbols should be supported by the entire context of the story. Besides, different authors may use symbols to the different extent or not exactly in the same way as others. An
example of private symbol is taken from land. Land here is used as a symbol of freedom. The significance of private or personal symbol is generated mainly for itself; therefore, it arouses a more difficult problem in interpretation.

Below are some cautions from Perrine in Literature Structure, Sound, and Sense (1974:81) gives a help to readers to interpret symbols in literary works.

1. Reader should find clues that are furnished in the story itself. These clues are to tell the reader that a detail should be taken symbolically. In the absence of certain signs or hints, one should be reluctant to identify the idea as symbolical. They are through emphasis, repetition, implications, or recurring patterns. Whenever these hints occur, they indicate that the author is saying one thing in terms of another and these hints should never be neglected for they lead to eventual understanding.

2. The meaning of literary symbol must be established and supported by the entire context of the story. The symbol has meaning in the story, not outside it.

3. A symbol may have more than one meaning. As it most effective a symbol is like a many faceted jewel. It flashes different colors when it is turned in the light. This is not to say that it can mean anything we want it. The area is possible meaning is always controlled by the context.

An author can put a symbol in his work according to his purpose. As it is said by Rohrberger and Woods in Reading and Writing about Literature, that an author can use it to communicate with the readers.
But authors use symbol, also, in a more specific sense. Objects, 
details, characters, places, even actions can be endowed with a 
meaning beyond themselves so the ideas and feelings, intermingle 
things, can be given a concrete reality and meanings can be made 

It uses things such as characters, objects, details, places, and even actions 
that signify the use of symbol so that it is not complicated to think about. The 
readers can easily understand the meaning of the symbol. Symbols can appear in a 
form of things, it does not always appear in a form of person. In tragic play, we 
can find out that a thing is a symbol if it has relation with one of the character. It 
usually has a relation with the character who faces conflict. The example of the 
description is Laura in The Glass Menagerie who represented by her union glass.

Holman and Harmon in A Handbook to Literature define symbol as a 
“trope that combines a literal and sensuous quality with an abstract or suggestive 
aspect.” Furthermore, they explain, “symbol is an image that makes an objective, 
concrete reality and has that reality suggest another level of meaning.” However, 
the symbol does not “stand for” the meaning. It evokes an object that suggests the 
meaning” (1986: 494).

The presence of symbols in literary works is inevitable. Some people think 
that many great works of art used literary symbols because they suggest 
complexity, intricacy, and richness. If any symbols are present in literary works, 
whether through emphasis, repetition, implications, or recurring patterns, it means 
that the author wants to say something in terms of another. Therefore, such a hint 
should not be neglected so as to get the actual understanding (Rohrberger and
Woods, 1971: 17). Another aspect that makes the presence of symbol important in works of art is that symbol has connection with pleasure, beauty, and interest.

The study of symbols is usually connected to images. It is clear if we notice the definition of symbol by Guth et al in Discovering Literature Stories, Poems, and Drama (1996: 189). They suggest that symbols are “images that have meaning beyond themselves.” Image is used to raise respond of readers about their experience. By having an understanding on image, readers can make several association based on their experience.

It is said by Robert, Edgar H. in Writing Theme about Literature that the study of symbols includes two ways. The first way is to study one main symbol, its meaning, its relation to the whole work, and how details of the work make the meaning clear. The second way is to study a number of symbols, their meaning, the relation between symbols, the relation between the meaning if the symbols and the changes of meaning that happen in the different usage of the same symbol (Roberts, 1977: 154).

The most difficult part of the study of symbols, certainly, is giving the meanings to the symbols and the relating one meaning to the other logically. The difficulty may arise because the meaning itself is a complex matter. Different approaches to a work may cause different meanings. However, meaning itself is a matter of how strong the argumentation is.

Perrine in Literature: Structure, Sound, and Sense (1974: 214-215) proposes some ways to interpret the meaning of the symbols. First of all, when reading a story and analyzing the symbols, there must be a sufficient evidence for
a thing to be a symbol. Secondly, the interpretation of the meaning of the symbol must term from the whole "context of the story." Hence, the meaning of the symbol does not go against any details in the story. Thirdly, in accordance with the general meaning of symbol, something that stands for something else, the meaning of a symbol must be different from its lexical meaning. The meaning must suggest something beyond that lexical meaning. It is also important to note that a symbol may have an ambiguous characteristic. It means that "a symbol may have more than one meaning."

Doing an analysis of the symbols in a work cannot be separated from the context of the work. It is only from the context that the meaning is derived. It means that the understanding of the elements in the work is essential to understand the symbols. The elements of the work reveal symbols and their meaning.

As Leonard A. Podis in Writing: Invention Form and Style (Podis: 1983) said that analyzing a literary work means to identify symbolism, we should keep in mind that interpretation of symbol must be supported by the text of the work since the whole readers tend to find so many symbols, we should understood the text first before we look for symbol. Symbols may represent the character's behavior or the character's action, but we just can observe it if we understand the text deeply. It can be seen from X.J. Kennedy in Literature: An Introduction to Fiction, Poetry, and Drama (1983: 147) who states that by holding up for inspection certain characters and their actions, the writer lends them some special significance in order to support the idea of symbols. He also supports that in
recognizing a symbol, it may be repeated more than one throughout the story and it may be even supply the story with the title. So if we want to look for symbols, we have to focus on certain characters and actions because usually the author writes them based on purposes.

Symbol can be defined as something that means more than what it is. It can be related to another element such as characters, setting, and the plot of the story. Rohrberger and Woods in *Reading and Writing about Literature* (1971: 15-17) provide three ways of using symbols by the authors in their work, they are: the use of symbols in a more specific sense, the authors may endow objects, details, characters, places, or even actions with meaning beyond themselves; e.g. a cross on a building says that it is connected with Christianity in some way. The uses of symbol in literature study for something beyond itself and often more many things by its definition, and the last is the use of symbols in “private” and “personal.” This kind of symbolism is possibly somewhat misleading since not all symbols are private or personal. If it were, there would be no possibility of communication. Nevertheless, there has been a tendency, particularly during the past hundred years for writers to endow objects with certain symbolic aspects that are not a part of public domain.

Another easy way to analyze the symbols comes from Barnet in *Literature for Composition: Essays, Fiction, Poetry, and Drama* (1988: 714), who says that in analyzing a symbol, a writer draws on experience is not a happening through which the author necessarily passed: rather it is a thought, an emotion, or vision that is meaningful and is embodied in the piece of fiction for all to read. Actually,
the symbols are difficult objects. They exist in everywhere. It is also supported by Rohrberger and Woods (1971: 15), who explains that symbols are not things invented by an author to confuse the reader, not stronger objects with far-fetched meanings arbitrarily attached to them, but they are, in literature as in life, a vital part of our experience.

Stanton in *An Introduction to Fiction* suggests that reader has to notice the symbolic details, the symbols’ connotation, compare it to the context and its contexts to one another. But nevertheless, these methods need a close attention and thought of the work, such as our previous acquaintance with the author’s work, our knowledge of the plot and characters or what we know of the theme. It is said that the usual clue for a detail to become symbolic is that it is conspicuous for some reasons other than its factual importance.

Furthermore, Stanton (1965: 31) provides three effects of symbolism in fiction, depending upon the way it is used. First, a symbol that appears during an important moment of the story underlines the significance of that moment. Second, a symbol repeated several times that reminds us of some constants element in the story’s world. Third, a symbol that recurs in varying context helps to define or clarify the theme.

C. Theoretical Framework

The theories that are explained in the previous part will be applied according to its focus. Each theory has its own focus and this will facilitate the writer to decide on which part each theory is supposed to be located and applied.
Fyre's theory on symbolism is very important to help answering the question on symbols. Symbol as we know is something that has manifold meaning. The first and clearest meaning is the literal meaning that suggests the meaning of something as it stands and as it is. But when we analyze the symbol deeply, we will get the literary meaning that we are never conscious of it before. There are many symbols that appear in *Roll of Thunder, Hear My Cry*, but the most significant symbol for the whole story is the thunder. By associating this symbol with another symbol, we will get the clues of what the significance of the symbol of the thunder.

In the effort to explore how the symbol is important for the Logans' family, the writer needs the theory of symbol. This theory helps to determine what kind of symbols are. It also helps to find out the significance of the symbols. To find the symbols and their significance on the novel, this theory will be much helpful.
CHAPTER III

METHODOLOGY

A. Object of the Study

The work is going to explore Taylor’s *Roll of Thunder, Hear My Cry*: It is an American play that written in 1970s and first published in 1976 by the Penguin Books USA Inc. The book consists of 276 pages divided into 12 chapters. It was awarded the prestigious Newbery Medal for children’s literature, marking it as an instant’s children’s classic and cementing Taylor’s place as an author. Other awards included a notable book citation from the American Library Association, a National Book Award (finalist), an honor book citation from the Boston Globe-Horn Book, and a Jane Addams Honor citation as a testament to its popularity and appeal to children and adult alike, the book was adapted to a miniseries that aired for three nights on ABC-TV in 1978.

The book takes place in 1933, at a time of the Great Depression in the South in which racist sentiments had tangible in the form of segregation, lynch mobs, and economic distribution. The setting of Mississippi has an important effect on the story in that the white people were very racist. The story was a literary culture which had embraced and praised a previous depiction of the Logans’ encounters with racism in 1930s as told from the eyes of young Cassie, the previous year. The effects of the Depression are not limited to white Southern farmers but are keenly felt both economically and in the form of increased racial tension and violence by blacks. They treat blacks people with no respect and very cruel.
towards them. The school bus and the children on the bus play an important part in the story because the children riding the bus are whites and always making fun to the black children that cannot afford a bus. The story learns some sad truths and experiencing the strength and love of the family.

B. Approach of the Study

Guerin in his book *A Handbook of Critical Approaches to Literature* divides literary approaches into 4 basic sections. Those are traditional approach are divided into historical-biographical approach and moral-philosophical approach, mythological approach, archetypal approach and the last one is exponential approach. Each approach deals with each own specific discussion. (Guerin, 1979: xvi).

The writer will use the exponential approach to analyze the problems because exponential approach is sometimes known as symbolic approach. It studies the meaning of the story by following the exponents that take forms of moods, ideas, images, actions, personalities, and symbols. The reasons of choosing the approach under the name exponential approach is because of the exclusiveness of that term suggests at once the several meanings of motif, image, symbol, and archetype. (Guerin, 1979: 197). Besides, exponential approach is related to the words, objects people the represent or symbolize the patterns (Guerin, 1979: 196). The basic definition of the approach is that a work is meant to communicate an idea by its author when they create the work, they choose the
tools by which they transfer the idea among the tools are symbols and images (Guerin, 1979: 195-203).

The Exponential approach is applied in this study by following the exponents in order to study the meaning of the story. The exponent itself takes form of words, ideas, images, and symbols in the story. Besides, exponent approach is also related to the words, objects, and people that represent or symbolize the patterns.

C. Method of Study

The method used in this study was library research. The writer conducted library research to collect data relating to the object and topic of the study. Taylor's play was the primary data while the secondary data was taken from some books and internet that could be utilized to support this study or that were related to the problems she analyzed.

The first step that the writer used for this study is reading Taylor's play Roll of Thunder, Hear My Cry and understood the story. The second step is the writer finding out an interesting element in the work because the story contained some symbols. The writer decided to find out the symbols, to analyze, and to relate them why they can be symbols.

In analyzing the problems, the writer tried to find the symbols existing in the work. To get the data concerning to the problems, the term of symbol was defined first. Then the writer analyzed why they can be symbols and the significance of the symbols using the exponential approach.
CHAPTER IV
ANALYSIS

In the analysis, the things to be analyzed are the symbols appear in *Roll of Thunder, Hear My Cry*, why they can be symbols and the significance of the symbols.

The writer in this thesis is trying to explore the symbols in the play. The writer sees that there is a particular relationship in both elements that the symbols take an important part in the play. Through the analysis, the writer will analyze the symbols and the significance of the symbols.

The protagonists in this story are the Logans family and the antagonists are the Wallaces. They are the main protagonists and antagonists. In general, the protagonists are all of the black people and the antagonists are all the white people. Some of the secondary antagonists are the Simms and Mr. Granger.

The Wallaces are a family who owns a grocery store, but they are very prejudiced. They treat black people with no respect and very cruel towards them. The white people acted hateful towards the black people in many ways. The Logans are peaceful people who trying to end the hate and help anyone get along. The Simms are all the white and prejudiced except for Jeremy who tried to be friends with the Logans. Mr. Granger was a man who leased out sharecropping land to black people and took almost all of their money after the harvest.

Set in Mississippi in 1933, the story covers twelve turbulent months in the life of the Logans, a black land-owning family. The story deals with a lot of
racism and prejudice and Mildred Taylor has displayed it well. For example, when a black person is being served in a shop, if a white person is waiting, the white person is served before the black person.

A. The Symbols in Roll of Thunder, Hear My Cry and they can be symbols

The symbols found in Roll of Thunder, Hear My Cry are the schoolbook, the car, the tree, the thunder, the land, the weather, the bridge, the language, and the flag. However, those symbols are taken to relate the symbols, why they can be the symbols, and the significance of the symbols.

Below is the description of each word taken from Webster's New World College Dictionary.

1. The Schoolbook: a book used for study in school; textbook.
2. The Car: any vehicle on wheels; a vehicle that moves on rails, as a streetcar; an automobile.
3. The Tree: a woody perennial plant with one main stem or trunk, which develops many branches, usually at some height above the ground.
4. The Thunder: the sound that follows a flash of lightning, caused by the sudden heating and expansion of air by electrical discharge.
5. The Land: a specific part of the earth's surface; a ground considered as property; estate.
6. The Weather: the general condition of the atmosphere at a particular time and place, with regard to the temperature, moisture, cloudiness, etc.
7. The Bridge: a structure built over a river, railroad, highway, etc to provide a way across for vehicle or pedestrians.
8. The Language: a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings.

9. The Flag: piece of cloth, used as the symbol of a country or as a signal.

In the following are the description of each symbols and the meaning of the symbols.

1. The Schoolbook

Books are seen and used almost everywhere today. They are familiar friends or useful tools. But there was a time only a few learned persons ever saw or read book. The oldest books were quite unlike our modern ones. They were the baked clay tablets, which were used about fifty-five hundred years ago in Babylon and Nineveh in Asia Minor. (*The World Book Encyclopedia, 1971: 374*).

Books serve many useful purposes. We read some for pleasure. Other books, such as history books give information about how people lived years ago and what they did and thought. Others, like the dictionary, answer questions as to how a word is spelled or what it means. Still other, like the atlas shows where cities and centuries are located on the earth.

Schoolbock is very important equipment for students for their study. The students need the schoolbook to help them to study because it believed that schoolbook is contained much information to get knowledge. That is why it called as a branch of science.
Books are commonly owned by rich people or white children who have much money. The white children think that they are rich and have more power; they give their old book, which they did not want it again to black children. The black children who never had one of their own are excited to get a book even though it is secondhand from the white children. That is why the schoolbook is considered as a symbol.

The schoolbook in this play symbolizes oppression. There is an action when Miss Crocker announces to the students to have all books and they did not had by Cassie and her brother, Little Man. Just like what Miss Crocker gives the schoolbooks to Little Man that the books are old and worn. The incident happened when Little Man receives the books from Miss Crocker and sees something on the book that makes him angry and throws the book on the floor.

[Then his eyes grew wide, and suddenly he sucked in his breath and sprang from his chair like a wounded animal, flinging the book onto the floor and stomping madly upon it] (p. 24)

Little Man is much exited to get the books for the first time until he see that the books are dirty and old.

When Cassie sees the incident, Cassie also feels insult. She looks inside the book and sees a column listing of the book. So, she shows it to Miss Crocker to look at it.

Cassie. [Holding the book up to her] See, Miz Crocker, see what it says. They give us these ole books when they didn't want 'em no more. (p. 26)
From this action, Cassie wants to show to Miss Crocker that she wants to insult her brother by giving him the bad book condition.

Miss Crocker. [She regarded me patiently, but did not look at the book] Now how could he know what it says? He can’t read. (p. 26).
Cassie. “Yes’im, he can. He been reading since he was four. He can’t read all them words but he can read them columns. See what’s in the last row. Please look, Miz Crocker.” (p.26)

From this act, Cassie is defending her brother regarding the books.

2. The Car

During the 1890s, automobiles were so new and so strange that they were shown in circuses. Today, about 175 million passengers’ car travel on the highways of the world. Million of persons use their cars to help them earn a living or to travel for pleasure. Their cars put them within easy reach of cities and towns. The black people have to walk for long miles from their home to school, while the whites ride a bus to go to school.

Car also functions as symbol of power and self-determination. Mr. Granger’s car is the first car sees in the play. For him, the car is a possession, which like the land he owns demonstrates that he is rich. But the car is also a means of showing that Mr. Granger has more control over his life. Similarity, the car (the bus) gives the white children more power than their black counter-parts power that is demonstrated by their ability to shout racial epithets out from the window without fear of repercussion.

[Little Man, chest deep in water, scooped up a handful of mud and in ar the uncontrollable rage scrambled up to the road and ran after the retreating bus. As moronic rolls of
laughter and cries of "Nigger! Nigger! Mud eater!"
wafted from the open windows] (p. 48)

From the quotation above, it can be seen that the white people have more power than the black people especially for the white children by showing that they have a car (bus).

Car is solely a white possession. White children ride the school bus while black children walk. Mr. Granger’s car is the first car we see and for him the car is possession, which like all the lands he owns demonstrated that he is rich. White landowner (Mr. Granger) drives a car while a black landowner (Mama) walks. More explicitly, car is symbol of white’s power over blacks’ lives.

Big Ma’s suggestion to Little Man might someday have a car, he may have something to fear from the white men and will therefore not be truly free of men like the bus driver or it may illustrate her hopes for a world in which her grandchildren can drive car safely and freely.

Big Ma. One day you’ll have a plenty of clothes and maybe even a car of yo’ own to ride ‘round in, so don’t you pay no mind to them ignorant white folks. (p.45)

The idea of a black man with a car foreshadows the coming of Uncle Hammer who comes with his car. Uncle Hammer has come to visit, driving new silver Packard nearly identical to the car owned by Mr. Granger.

Cassie. What’s Mr. Granger’s car doing in our barn? [the silver Packard was unveiled by the night].
[For a moment, we swayed with excitement, then as if by signal we both cried.] Uncle Hammer!
Stacey. Wh-what’s Mr. Granger’s car doing in our barn?
Mama. That’s your Uncle Hammer’s car.
A car is a symbol for Uncle Hammer, proof that he could have anything person could have, and could get it by his own efforts.

[Uncle Hammer smiled a strangled, very smile] Well, not exactly like it, Mama. Mine’s a few months newer. Last year when I was down here, I was right impressed with that big ole Packard of Mr. Harlan Filmere Granger’s and I thought I’d like to own one myself. It seems that Harlan Granger and me just got the same taste. {p.120}

Here, Uncle Hammer provides a means to see the possibilities available to black men beyond those inhabited by farmers and workingmen. It means that blacks also have something as good as any white men. It hopes to make them believe that blacks are equal to whites.

The car plays an important role when a crisis occurs. Uncle Hammer sells the car when the bank calls the note. Here, the theme of strength found in the family recurs when Uncle Hammer sells his beloved Packard to save the land.

“Uncle Hammer, where’s your car?” Little Man asked after we all had hugged him.
“Sold it,” he said.
“B-but why?” asked Stacey.
“Need the money,” Uncle Hammer said flatly. [p.235]
“What good’s a car? It can’t grow cotton. You can’t build a home on it. And it can’t raise four fine babies in it.” [p. 236]

Here, Uncle Hammer sacrifices his Packard for more enduring one that is his family.

3. The Tree

Trees are the biggest plants in the world. Their trunks reach upward out of the ground and branch into a crown of leaves high in the blue sky. A
tree has function to keep this earth from floods and for planting. (The World Book Encyclopedia vol. 18, 1971: 334)

The fig tree is an important symbol representation of the Logan family. The tree belongs to the land just as much as the bigger oaks and maples. Papa asserts the rights of blacks to work and live as equal to those of whites. The tree's root system is deep, just as the many generations of the Logan family provide strength.

Papa. You see that fig tree over yonder, Cassie? Them other trees all around .... that oaks and walnut, they're a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree's got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps on blooming, bearing good fruit year after year, knowing all the time it'll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don't give up. It give up, it'll die. There's a lesson to be learned from that little tree, Cassie girl, 'cause we're like it. We keep doing what we gotta, and we don't give up. We can't. (p. 205-206)

Papa's explanation to Cassie for why he will not give up. The trees are an analogy for the community with the major landowners that nearly overpower the smallest ones, but the small ones like him still having a right to be there.

The tree does "what it gotta do" and keeps on growing though at time "what we gotta do" is excusing Mr. Avery's decision to go back to the Wallace store as a means of survival. Papa based on ideals suggests that what he gotta do is more than survive. So, Papa asks for the children not to give up but they must try to survive their life.
There is a word in the play that refers to the tree that is a connection between Jeremy and the Logan children. Through Stacey's relationship with Jeremy, it can be seen an alternate view of race relations. Jeremy's tree house from which he believes or wishes he can see all the way to the Logans' land metaphorizes his hope for a greater connection with the Logan children.

"I-I do-really? Built it myself and I sleeps up there. Come these hot nights, I just climbs Inggris my tree and it's like going into another world. Why, I can see and hear things up there and I getcha only the quirels and the birds can see and hear. Sometimes I think I can even see all the way over y'all's place." (p. 230)

Jeremy's far-reaching view from a top the tree house is a vision of inclusiveness in which the geographical as well as social boundaries cease to separate white and black friends.

4. The Thunder

Primitive man thought that thunder was the sound of the god's roaring in anger when they displeased with the people of the earth. Today, we know that the sound of thunder is caused by the violent expansion of the air after it has been headed by lightning. Air is headed instantly when an electrical charge of lightning passes through it. The headed cause molecules seek of air to expand or fly out, in all directions. As the molecules seek more room, they collide violently with layers of cool air, and set up a great air wave which has the sound of thunder. (The World Book Encyclopedia, vol. 18, 1971: 210)
Because of the sound of thunder is loud, thunder commonly is frightened by everybody especially children. When the sound of thunder is appeared, people will close their ears directly.

The thunder in this play symbolizes Cassie’s world. There is an action when on the morning of the incident with the school bus, the children set off with the sun behind the clouds. It means to get the weather change quickly. “Soon the thunder rolled across the sky and the rain fell like hail upon our bent heads.” The thunderstorm begins just as the children’s hopes of escaping the school bus where the gully is smallest are dashed when they end up jumping in the muddy gully.

The words of a song beginning “Roll of Thunder, Hear My Cry,” which Mr. Morrison sings at the thunder, watching and waiting outside the house as he has done every night since Papa got injured emphasized by the title, which takes center stage here. In the song of Roll of Thunder, Hear My Cry, which Mr. Morrison sings; we see the origin of the title. The full of lyrics are:

```
Roll of thunder
hear my cry
Over the water
bye and bye
Ole man comin’
down the line
Whip in hand to
beat me down
But I ain’t
gonna let him
Turn me around
```
The song is a spiritual sung by slaves and its presence in speaks to the continued attempts at the white to dominate blacks. The end of the song is most significant for it portrays blacks' refusal to be dominated.

The sound of thunder marks of crisis and destruction. At the end of the chapter, a mob is clamoring to hang T.J., and the crisis is underway and inescapable. The crashing thunder and lightening accompany Cassie and her brothers on T.J.'s home.


Here, the theme of friendship is resolved. Stacey shows true friendship by accompanying T.J. home and even staying in the woods in case he can help to protect T.J. because he was afraid of the Simms who will wait him on the road.

The destruction of the T.J.'s home and the brutal treatment toward T.J.'s family echoes the story told on Christmas about the night Mr. Morrison's family was killed by a lynch mob. Earlier, T.J.'s refuge in the Logan's house similarly echoed the young men who'd sought safety in the Morrison home. Just as those boys unwittingly led the mob to attack the Morrison, it now appears as the mob screams for Mr. Morrison that the accusations against T.J. may lead to still more violence.

face was bloody and when he tried to speak he cried with pain, mumbling his words as if his jaw were broken.] (p. 252)

In this event, a tone of inevitability pervades. All then events are raising racial tensions and incidents of violence. It's all happen in such tense and violence climate.

5. The Land

Land is the surface of the earth consists of land and water. Land, the solid part covers about 57,584,000 square miles, or about three-tenths of the earth's surface. Land is made up of a variety of materials, including minerals, rocks, and soils. Land shapes include continents, plains, plateaus, mountains, hills, valleys, canyons, mesas, and buttes. (The World Book Encyclopedia, vol. 12, 1971: 56)

Land is considered as an important part in our life because of its functions. One of the reasons why land is so important is that it's keeping and preventing the earth from natural disaster. Though it is important, land still becomes a target for people to damage it. Land has great function to keep water and plants, and also to prevent flood.

David Logan tells Cassie that land is very important for them. He believes that he can live on his own land if he has its own. He believes that as long as he lives, he will never have to live on nobody's place but his own. Land, in the story, symbolizes Logan's family and its strength. Possession of the land means that the Logans are not beholden having the same whims of white landowner.
[I asked him once why he had to go away, why the land was so important] “Look at there, Cassie girl. All that belongs to you. You ain’t never had to live on nobody’s place but your own and long as I live and the family survives, you’ll never have too. That’s important. You may not understand that now, but one day you will. Then you see.” [p. 7]

Cassie realizes that the land belongs not to her but to the whole family. It is simply Logan’s land.

For the Logans, the land is a symbol of the family’s rightful domination over blacks and a means of income, the land is intrinsically linked to the family.

Big Ma. “We worked real hard getting them crops sown, getting ‘em reaped…..” [p. 94]

Big Ma explains to Cassie that they are really love the land because the land can grow cotton and get the income for the family. That’s the reason why Big Ma asks for the children to take care of it. The Logans themselves look for the land, especially to the forest with its trees where roots “go deep.”

Once more, the land is symbol of freedom and autonomy. Big Ma emphasizes the importance of owning the land and keeping it in the family. Big Ma as a landowner has a power to keep her children close to her and to give her land to them.

Big Ma. Now all the boys I got is my baby boys, your Papa and your Uncle Hammer, and this they place as much as it is mine. They blood’s in this land. (p. 94)

The family feels that it does not matter whose name the deed is, it will always be “Logan Land”
Mr. Granger’s obsession with owning the land also contrast with Big Ma’s attitude toward ownership in which it is more important that the land is protected from Mr. Granger that the land is on the deed. In both cases, it seen the importance of family, but in Mr. Granger’s case, it has been perverted by the effects of racism. Big Ma is signing the land over to her two sons, David and Hammer Logan, so that she knows it can not be taken from them after her death.

Cassie. [I nodded] he said: Y’all sign them papers and Miz. Caroline get no more legal right to this land. Can’t sell it, can’t sign on it. It’ll be in y’l’s name and it’ll take both of y’all to do anything with it. Stacey. Both of who?
Cassie. [I shrugged again.] Papa and Uncle Hammer, I guess. (p. 159)

Big Ma’s action is just to keep the land from Mr. Granger who wants to buy back the land. Big Ma talks to the family that they will always stay on the land because nobody can not take over the land from them. It’s because the land is theirs. That is the reason why they always keep the land and realizes the true seriousness of the threats to their family and the land. They realize by having their own land, they are not behold having the whims of landlords as sharecroppers are.

When Papa and Mama are discussing their finances and other family business, the money is nearly gone, but they have enough for the taxes and will sell some cows in order to make the July and August bank notes. At home, Mr. Morrison returns from Strawberry to make the August mortgage payment. The bank has called in the note on the land. Papa
called Uncle Hammer who has promised to get the money. Papa promises that they won’t lose the land.

On the third Sunday of August, at the annual revival, Uncle Hammer walking down the road. He sold his Packard to pay for the land and bring the money to Papa.

Stacey. He looks like ... Uncle Hammer.
Little Man. Uncle Hammer, where's your car?
Uncle Hammer. Sold it.
We. But why?
Uncle Hammer. Needed money. (p.235)
Cassie. Papa, Uncle Hammer sold the Packard.
Papa. [smiled] I didn't mean for that to happen, Hammer.
Uncle Hammer. What good's a car? It can't grow cotton. You can't build a home on it. And you can't raise four fine babies in it. (p. 236)

Here, Uncle Hammer sacrifices the visible symbol for the more enduring one. Uncle Hammer prefers to choose having the land, which is everything besides the family.

6. The Weather

Weather includes all daily changes in temperature, wind, moisture, and air pressure. It affects everyone. Today’s weather may make us feel hot or cold. Weather plays an important part in many human activities. Farmers need good weather so that their crops will grow and ripen. We may get soaking wet in a sudden shower, or have to struggle through deep snow. Bright sunshine may make the day cheerful and happy. Dark, dull clouds may make unhappy and us sad. Too much rain can cause floods.
Too little rain may kill farm crops. Storms or sudden frosts can destroy valuable crops. (*The World Book Encyclopedia, vol. 20, 1971: 126*)

The weather is more than meteorological phenomena. The dust and the rain and then the mud emphasized the whites’ degradation of the black school children’s and the physical barriers passed by the walking to school in the rain echoes barriers erected to the black children’s education by the school board.

The weather turns to heavy rain and the Logan children are soaked walking to school.

*But sometimes the rain pounded so heavily that it was all we could do to stay up right, and we did not look back as often nor listen as carefully as we should; we consequently found ourselves comical objects to cruel eyes that gave no thought to our misery.*

(p. 43)

From the quotation above, we can see that the black children walk down in rainy road on their way to school. Sometimes, the weather does not be friendly to them.

The weather has relation with the characters like the children and also gives a chance for the Logan children to take a revenge to the white children’s school bus driver who always splashing them with the mud when he drives by.

Stacey. It might look different this afternoon.
Cristopher-John. Looks like its gonna rain real hard some more.
Stacey. Let’s hope so. The more rain, the better. That’ll make it seem more likely that the road could’ve been washed away like that. It’ll also keep cars and wagons away.[He looked around, surveying the road.]”And let’s hope don’t nothin’ come along ‘fore that bus. (p. 52)
Cassie. Holy smokes! What happened?
Stacey. The rain.  (p. 53)

It can be seen that the seemingly unpredictable changes in the weather mirror the children's luck in escaping the bus to make revenge to the driver.

The storm, which threatens at the end, is foreshadowing the coming climax. The racial tensions have been rising and an ultimate crisis threatening. The Logans continue with their daily life even as the storm threatens, heading to church instead of cowering.

[On the last night of the revival the sky took on a strange yellowish cast. The air felt close, suffocating, and no wind stirred.]

"It's gotta storm all night, but it may not may come till late on over in the night."  (p. 238)

Here, we see that the Logans remain do their daily life to go to church even the storm is threatening.

Also, the weather symbolizes as a force as strong as that of hatred or love. It is seen when T.J. is escaped at his home and he is charged in killing Mr. Barnett by the whites. Cassie doesn't want T.J. be hurt by the white men for what he hasn't done. Cassie is worried about T.J. because she loves and also hates him too. She loves T.J. because T.J. is part of her community and she hates him because T.J. does not understand the risk of friendship with the white men.

Here, the weather appears to be a sympathetic force, raining just when the fire cannot be stopped any other way. The climax is by the breaking of the white men's anger, and the storm occurs simultaneously.
The approaching storm cannot be separated from the approaching violence. But, ultimately, the weather is empathetic.

Cassie. "You think that'll stop it?"
Jeremy. "Dunno." "Sure hope so, though." There was a violent clap of thunder, and lightning flooded the field. "One thing would sure help though if that ole rain would only come on down."
[All four of us looked up at the sky and waited a minute for the rain to fall. When nothing happened, Jeremy turned and sighed. When he got to the road, he stopped suddenly and stood very still; then he put out his hands, hesitated a moment, and spun around wildly as if he were mad.] (p. 265)
Jeremy. "It's rainin', y'all! That ole rain a comin' down!"
[When the dawn came peeping yellow-gray and sooted over the horizon, the fire was out and the thunderstorm had shifted eastward after an hour of heavy rain.] (p. 266)

From the statement above, we see that the rain, which comes and ends the fire helps bring about an end to the destruction of the physical and emotion storm. That’s why it can save the land from the burning and T.J. from the hanging.

7. The Bridge

The bridge is a structure built over a river, railroad, highway, etc to provide a way across for vehicle or pedestrians. (Webster’s New World College Dictionary).

The bridge symbolizes the whites’ authorities. Its shown when the Logans go to church by Uncle Hammer’s car. On the ride home from the church, Hammer comes to one Line Bridge. Usually the first person the bridge has leeway, unless that person is black. A black driver will be forced to back all the way off the bridge so a white can cross first. On page
138, Uncle Hammer rides the Packard across to Soldiers Bridge, which can only handle one vehicle. He speeds the Packard across when a truck has started down the bridge and it backs up.

\[\text{Soldier Bridge was built before the Civil War. It was spindly and wooden, and each time I had to cross it I held my breath until I was safely on the other side. Only one vehicle could cross at that time, and whoever was on the bridge first was supposed to have the right of way, although it didn't always work that way.} \] \[\text{[p. 138]}\]

\[\text{As the bridge came into view the other side of the river was clearly visible, and it was obvious to everyone that an old Model-T truck, over flowing with redhead children, had reached the bridge first and was about to cross, but suddenly Uncle Hammer gassed the Packard and sped onto the creaking structure. The driver stopped, and for no more than a second hesitated on the bridge, then without a single honk of protest backed off so that we could pass.} \] \[\text{[p. 138-139]}\]

From this action, Hammer's ability to cross the bridge in his Packard, by making the Wallaces think that he is Granger, increasing his ability to transcend the barriers of color. He is proud that he dares to defy the white authorities.

Soldier Bridge, which the family crosses in Uncle Hammer's Packard, is rickety and only allows one car to pass at a time. This bridge symbolizes the continued but crumbling domination of Old Southern racist attitude that only allows one way of thought and one group-whites-to have power. That it is old and falling apart suggests that those ways too will ultimately fall apart. Hammer's ability to cross the bridge in his Packard by making the Wallace think that he is Granger, demonstrates his and
black people's are increasing ability to transcend or circumvent the barriers of color.

Uncle Hammer's attitude to the white people shows his strength. He thinks that the blacks also get a respect from the white people. That is the reason why he does it because he thinks that the black people also have an authority like the white people.

8. The Language

Language is human speech, either spoken or written. It makes it possible for men to talk each other and write their thoughts and ideas. Language is the most common system of communication. It comes from the Latin word *Lingua*, meaning *tongue*. And a language still called a *tongue*. About 90 per cent of all human communication takes place through spoken language.

Wherever there are men, there is language. Most form of human activity depends on the corporation of two or more persons. The lack of common language makes any close corporation impossible. Language has accompanied men slow and difficult climb to higher civilization. Without language for communication, there would be little or no science, religion, commerce, art, literature, and philosophy. *(The World Book Encyclopedia, vol. 12, 1971: 62)*

The appearances of language in this play can be understood as a part of a fierce means of resistance at that time. Language is symbolized power and authority. Here, Cassie sees the very real power words. People with power attempt to use words to define others. This is why people like Mr.
Barnett can use racial epithets against Cassie and Mr. Simms calls Big Ma "Aunty." Also Mr. Simms can make Cassie calls Lillian Jean “Miz”, but in reality it doesn’t make Lillian Jean better than Cassie.

Mr. Barnett. Whose Little Nigger is this! (p. 111)
Mr. Simms. You hear me talkin’ to you, gal? You ‘poligize to Miz Lillian Jean this minute. Tell her, Aunty-
Big Ma. Go on, child.....apologize.
Mr. Simms. I’m sorry Miz Lillian Jean.
Cassie. I’m sorry....M-Miz Lillian Jean. (p 115-116)

The pain Cassie experiences come when she realizes that those people with control over language doesn’t perceive her as an equal and realizes that life is not fair.

The language is a symbol because it means of strengthening the community and resistance whites’ attempt at destroying black people and black truth. The power of language is used of derogatory, racist terms, and the act of racist hate-crimes is part of a continuum of power. Language within the black community is a significant means of strengthening the community and resisting whites’ attempt of destroying black people and black truth.

For this black community, language is both everything and nothing. All the white men need to do justify their attack on the Berrys says that John Henry was flirting with a white woman. This second-hand hears and says comment is only the reason they appear to have for attacking the Berrys. Similarly, the men’ later bragging and threats though they are ‘simply’ words, are just as strong as physical threats. At the same time, blacks’ language doesn’t have the same power in white society.
Mrs. Lanier. "Henrietta Toggins, you know, Clara Davis' sister that live up there in Strawberry? Well, she's kin to the Berry and she was with John Henry and Beacon when the trouble got started. They was gonna drop her off at home-you know John Henry had him one of them old Model-T pickups-but they needed some gas so they stopped by that fillin' sstion up there in Strawberry. They was waitin' there for they gas when some white men come up messin' with them-been drinkin', you know. And Henrietta heard 'em say, 'That's the nigger Sallie Ann said was flirtin' with her.' (p.39)

Here we can see that blacks' language doesn't have power in the white society. Truth, therefore, is essentially meaningless concept in this society where it is determined by race rather than proof.

9. The Flag

A nation's flag is a stirring sight as it flies in the wind. Its bright colors and striking design stand for the country's land, its people, its government, and its ideals. A country's flag can stir people to joy, to courage, and to sacrifice. Many men and women have died to protect their national flags from dishonor and disgrace. Every citizen should know how to honor his nation's flag. (The World Book Encyclopedia, vol. 6, 1971: 171)

There are many kinds of flags besides national one. Some countries fly a special state flag over embassies and other government buildings at home and abroad. Presidents, kings, queens, or other government leaders have their own flags. Some flags stand for international organizations, such as the North Atlantic Treaty Organization (NATO) and the Council
of Europe, have flags. States, provinces, and cities also have flags. Some flags are even used to send messages.

The symbols used in flags may go back thousands of years. The cross, a symbol of Christianity, owns the flags of many Christian nations. The crescent and star in the flags of many Moslem countries are symbols of peace and life. Stars on flags usually stand for unity. The number of stars may show how many states or territories are united in the country.

Most national flags use one or more of only seven basic colors. These colors are red, white, blue, green, yellow, black, and orange. The color were all used in heraldry, a system of designs that grew up during the Middle Ages. Designs on many flags follow rules of heraldry, such as a strip of white or yellow separating one color from another. Following this idea from heraldry, the Mexican flag has red and green bands with white between them. (p. 171)

Flag's Day is celebrated on June 14th in memory of the day in 1777 when the Continental Congress adopted the Stars and Stripes as the official flag of the United States.

Flag's Day was first officially observed in 1877 to celebrate the 100th anniversary of the selection of the flag Congress requested all public buildings to fly the flag on June 14th of that year. In 1897, the governor of New York proclaimed a Flag Day Celebration for the first time as an annual event in that state. President Woodrow Wilson established Flag
Day as an annual national celebration in his proclamation issued on May 30th, 1916. (p. 195).

The physical differences in the Structures and appearance of the schools demonstrate the cultural divide, which separates black and white society in the 1930s south. The white children's school is named Jefferson Davis, the president of Confederacy. Cassie notes that the Mississippi flag "waving red, white, and blue with the emblem of the Confederacy emblazoned in its upper left-hand corner" flies over the white children's school. This flag is a symbol of segregation and oppression.

[In the very center of the expansive front lawn, waving red, white, and blue with the emblem of the Confederacy emblazoned in its upper left-hand corner, was the Mississippi flag. Directly it was the American flag] (p.15)

Cassie notes the Mississippi flag and below it, the American flag. The positioning of the flags metaphorizes the domination of racist over the more inclusive American ideal of equality. "Jeremy and his sister and his brothers" can "hurry toward those transposed flags" because they represent a system which will allow them power and success, but the black children turn away and lead in the opposite direction.

B. The Significance of the Symbols

1. The Schoolbook

The significance of the symbol of the schoolbook is self-respect. It goes for Little Man in his reaction to his textbook at school. From this event, the black children must learn to balance survival and self-respect
themselves. For all of them, self-respect is born of independence, of choosing freely and accepting the responsibility for the choice.

"I-I said may I have another book please, ma'am," he squeaked. "That's one dirty." [p. 26]

[The blank lines continued down to line 20 and I know that they had all been reserved for black students] [p.26]

From the quotation above, we can understand that the Logan children must learn to balance survival and self-respect themselves as blacks.

Another example of self-respect is born of independence of choosing freely and accepting the responsibility for the choice is when Stacey must do when Mr. Morrison leaves it up to him to confess that he is going to the Wallace store.

"Mr. Morrison ... you gonna tell Mama?" Stacey asked huskily. "Seems I heard your Mama tell y' all not to go up to that Wallace store," he said.

"Y-yes sir," said Stacey, glancing nervously at Mr. Morrison. Then he blurted out, "But I had good reason!" [p.86]

"I ain't gonna tell her," he said quietly.

"How come Mr. Morrison?" he asked. "How come you ain't gonna tell Mama?"

Mr. Morrison slowed Jack as we turned into the road leading home. "Cause I'm leaving it up to you to tell her."

"All right, Mr. Morrison, I'll tell her." [p. 87]

From the quotation above, we can see that Stacey for his self-respect has free choices and takes responsibility for his choices.

2. The Car

The significance of the symbol of the car is hope in the face of destruction. Throughout the story, situation occurs from which no escape seems possible and in which the loss of the land or life seems inevitable. Uncle Hammer, when called upon to pay the called-in bank note does not
lose his temper or threaten violence but instead willingly sells his beloved Packard.

"When Papa calls Uncle Hammer and tell him that the bank calls the note, he sells his beloved car and brings the money to save the land," Uncle Hammer, where's your car?" Little Man asked after we all had hugged him.

"Sold it," he said.


"Need the money," Uncle Hammer said flatly. [p.235]

Here, the car has a contribution as a hope to help the family from the difficulty.

3. The Tree

The significance of the symbol of the tree is doing what you have to do. Papa speaks of the fig tree which has just as much right to grow in the ground as the other, bigger trees, and just keeps on growing, doing what it's to do. For Papa, this philosophy does not excuse exclusive cruelty or violence but rather speaks the necessity of sacrifice. Papa sacrifices his own cotton and puts himself in danger when he starts the fire to save T.J.'s life.

Papa touched Mama's face tenderly with the tips of his fingers and said, "I'll do what I have to do, Mary... and so will you." [p. 260]

[.. I knew why Mr. Morrison had come for him alone. Why Mr. Morrison was afraid for Papa to go into town. Papa had found a way, as Mama had asked, to make Mr. Granger stop the hanging; he had started the fire." [p.273]

4. The Thunder

The significance of the symbol of the thunder is an echo of human emotions. The climax of the story with the breaking of the white men'
anger and the thunder storm occur simultaneously. The approaching storm cannot be separated from the approaching violence.

[Thunder crashed against the corner of the world and lightning split the sky as we reached the road, but we did not stop. We dared out. We had to reach Papa.] [p.250]
[... we stood watching those lights drawing nearer and nearer before Stacey clicked off the flashlight and ordered us into the forest..... Two pickups and four cars rattled into the yard, their lights focused like spotlights on the Avery front porch. Noisy, angry men leaped from the cars and surrounded the house.] [p.251]
[... it obviously was not what Kaleb Wallace wanted to hear, for he pulled his leg back and kicked TJ's swollen stomach with such force that TJ emitted a cry of awful pain and fell prone upon the ground.] [p. 253]

From the quotation, we can see that the thunder describes the anger men to black through violence.

5. The Land

The significance of the symbol of the land is as a sign of independence and identity. Repeated over and over throughout the book is a refrain spoken by Big Ma, Mama, and Papa that they won't lose the land. In a culture where the memory of slavery is still strong, land is a symbol of independence and autonomy. Because they own land, the Logans can afford to shop in Vicksburg and are not behold having the whims of landlords as sharecroppers are. For the Logans, the land is intrinsically linked to family. These are the same people who had been previously threatened each other's live hood, but when faced with a common threat, they cease to see the difference of race and identity.
Il asked him once why he had go away, why the was so important. “Look at there, Cassie girl. All that belongs to you. You ain’t never had to live on nobody’s place but your own and long as I live and the family survives, you’ll never have too. That’s important. You may not understand now, but one day you will. Then you see.” [p.7]

“We worked real hard getting’ them crops soon, getting’ ’em reaped ...” [p.94]

“... and Mr. Morrison come and got me and then them men come down here to fight the fire and did not nobody have to fight nobody.” [p.269-270]

6. The Weather

The significance of the symbol of the weather is a passage of time as a cycle. The story fills the course of a year, beginning with the harvesting of cotton and ending with another approaching harvest. The time periods in the book are delineated more by cycles of weather than by real time—dusty, hot fall; rainy, muddy winter; beautiful green spring; and the freedom of summer. Big Ma reassures Little Man that the rains will end and the sun will shine again. It emphasizes on time as a cycle is a source of hope for it efforts a promise that whatever hardship is occurring will eventually cease.

[By the end of October the rain had come, falling heavily upon the six-inch layer of dust which had had its own way for more than two months .... and it churned into a fine red mud that oozed between our toes and slopped against our ankles ...] [p.42]

[Spring. It seeped unseen into the waiting red earth March, softening the hard ground for the coming plow and .....through the cold winter.] [p.195]

“Could’ve stopped to get out of this storm.” [p.209]

“Its gonna storm all right but it may not come till late on over in the night.” [p.238]

[The night whispered of distant thunder It was muggy, hot, a miserable night for sleeping .... On the front porch Mr. Morrison sat singing soft and low into the long night, chanting to the approaching thunder....] [p.243]
“One thing would sure help though is if that ole rain would only come on down.” [p. 265]
“Now, look here, baby, it ain’t the end of the world. Lord, child, don’t you know one day the sun’ll shine again and you won’t get muddy no more?” [p. 45]

It is a source of constant fear in a racist and sometimes-violence society. The tensions that grow and erupted with the beating and arrest of TJ will calm before growing and erupting again. That hope and change is reflected in Cassie’s final thoughts of all the things she and her brothers will do again, as they have done in the previous year and TJ will not.

7. The Bridge

The significance of the symbol of the bridge is courage. Uncle Hammer is a cocked pistol in the Logan’s home. He lives and works in the North, so he is out of the extreme racist environment of Mississippi. He seems to be endowed with the courage the Logans lack in that he will take on the Simms and deliberately get the better of the Wallaces.

[As the bridge come into view the other side of the river .....an old Model T truck had reached the bridge first and was about to cross, but suddenly Uncle Hammer gassed the Packard and sped onto the crossing structure. The driver of the truck stopped ...] “Well, now, won’t they be surprised when we reach the other side,’ said Uncle Hammer. [p. 139]

Crossing the bridge can see it demonstrated that he and all black people are increasing ability to transcend the barriers of color.
8. The Language

The significance of the symbol of the language is coming of age through experience and pain. *Roll of Thunder, Hear My Cry* is a coming of age story for Cassie, as she awakens to the true extent of racism in the South over the course of her tenth year. But at the same time, Cassie learns the importance of love, family, and self-respect. For Cassie, it is through personal humiliation of the incident in Strawberry that she must learn that life is not fair; through the pain of watching T.J.’s life destruction that even the smallest offense by even the youngest black person can bring about irrevocable punishment. Stacey, like Cassie, must learn through these same experiences, watching the violence visited upon both his father and T.J., that he as a black man will never be safe. But for both, these realizations are significant only in that they spark newly mature reactions of responsibility, love and caring. This coming of age story ends with harsh irrevocable lessons. T.J. who so wanted to consider himself, as a man will ironically be sentenced to a man’s punishment that will most accept the unfairness and sadness of life. And Cassie’s own tears and thoughts show how much she has changed in a year.

“Well, you just get your little black self back over there and wait some more,” he said in a low, tight voice. [p.111]
“You bumped into me. Now apologize.” [p. 113]
“You hear me talkin’ to you, gal? You ‘pologize to Miz Lillian Jean this minute.” [p. 114]
9. The Flag

The significance of the symbol of the flag is race discrimination. Through emancipation occurred with the Northern victory in the Civil War, the realities of Reconstruction created an environment in which racist hatred and discriminatory laws created a segregated society in which blacks and whites attended different schools, rode in different train cars, and drank at different drinking fountains. Race riots resulted from the continued, often systematic discrimination by whites against blacks and the resulting in equality in living conditions. It demonstrated to many blacks the continued threats they faced based on the color of their skin.

[They were headed for Jefferson Davis County School, a long white wooden building looming in the distance. Behind the building was a wide sports field around which were scattered rows of tiered gray-looking benches. In front of it were two yellow buses …] [p.15]
[The Great Faith Elementary and Secondary School, one of the largest black schools in the county was a dismal and to an hour’s journey.  [p.15]
[The class buildings with their backs against the forest wall, formed a semicircle facing a small one-room church at the opposite edge of the compound.] [p.16]
“You can’t sit here,” objected Gracey. “I’m saving it for Mary Lou.” [p.18]
“Well, you just get your little black self back over there and wait some more,” he said in a low, tight voice.
“Whose little nigger is this!” hollered Mr. Barnett.  [p.111]
CHAPTER V
CONCLUSION

Learning from the play and the analysis above, we can see that the land is the most important symbol in the play. It is important to discover the significance of other symbols on the play. The land plays an important role in the Logan family's life. It also suggests another important thing such as an autonomy, freedom, and family's strength. It is important to remember that the reason the people fight the fire proceede not from some unselfish impulse but from Mr. Granger's desire to protect his land.

In the end of the story, land has a function to unite all the people to stop the fire that burns the land. The symbol of the land also contributes a change to the people. In the image of men and women, black and white, are working together to stop the fire.

The other symbols in the play also have important significance for the black people. They are not only important for the black people but they are as a mediator for the whites' control power to them. They have their literal meanings that are connected with the real condition or the truth, and they also have their literal meanings related to the novel. Each symbols show the realities life in the South that means remaining ignorant of the very dangers of life. The Logan's children who learn some harsh truths about racism and the unfairness of their society while learning to adhere to their parents' ideals of hard work and respect.
Words of language give the ability to take the knowledge that memories, experiences, awareness, and respect give and enable us to use them to make a difference that is real. A child’s world is often a small one, centered around family, friends, school and Cassie’s world is full of such things, of childhood friendships and adventures, but it is also full of hard life experiences.

So we can see, through a child’s eyes; anger, racism, segregation, and the evil that grinding, separate poverty can bring to a situation already tense and unstable. In the way, it tells of violence and despair with straightforward honesty, but without angry rancout within the protective wrapping of the values of truth, justice, and self-respect.

Cassie learns how disaster can result from choosing a friend for the wrong reasons as well as how to use false friendship to her own advantage. She and her siblings also discover that sometimes people who are not blood related are just important as actual relatives. Part of growing up is developing an understanding of the things that really hold family and friends together. Cassie also learns something about friendship versus merely using someone.

Cassie is beginning to grow up and to realize that whether it is right or not, there are things she can not do and cannot have just because she is black. While Cassie does not accept it, in her particular time, she does have to figure out how to live with it and still preserve her sense of personal identity, something that is strongly connected to the land her father owns.

Cassie is not only growing up, which children did much younger in days when they had to help the family survive, but is also becoming aware of
differences between herself and other children, differences which are based on skin color.

This book is a story that full of life lessons, and one that needs to be told that especially to children but it is also a warm, beautiful acknowledgement that if we hold fast to what is right, there will always be a chance.

At the end of the story, Cassie understands the element that truly differentiates them from the other black families. Her family owns land. So as long as they manage to hang into it in spite of all obstacles, they have roots and a source of self-confidence that the tenant farmers will never have. Their land gives them not only a permanent home, but also a firm sense of accomplishment and identity. Also we can see how much people have changed by accepting people no matter race, region, sex, or culture. Anyone who is racist, learns just how much they can hurt someone and why they should not shun anyone because of skin color and deep down everyone is the same.

By observing one of the literary works, we can obtain many adventures in facing problem in our behaviour. It also adds our knowledge about living in the society. We often demain stereotype of somebody and do not understand the plight of others and we often prejudice to others.

And also we can learn about people not only from our real world, but also from the literary works like this novel. For example, how people treated as seen through the eyes of a child. Like the action when Cassie is made to appologize to Lillian Jean Simms. It really makes an impression as to how children did not
understand why things were so unfair, why people were so cruel, and why blacks were so unrespected.

At its end, when Cassie cries for the land and a lost friend, she cries tears that are full of the enormity of a child's first knowledge but which are softened by the love of her family and the realization that somehow there is always a way to do what is right.
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SUMMARY

Ten-year-old Cassie Logan heads to the first day of school with her brothers, twelve-year-old Stacey, seven-year-old Christopher-John, and six-year-old Little Man. It is October of 1935, and they with their Papa, Mama, and grandmother Big Ma are a black family living in rural Mississippi. The family owns four hundred acres of land, half of it which is mortgaged, and Papa must work half the year on the railroad far away to pay for it. Mr. Granger, whose family owned the land wants to buy it back and constantly threatens to take it from them.

On the way to school, TJ Avery, a troublemaker of thirteen, and his youngest brother Claude tell how the Berrys, three black men, were burned—one killed—by the white Wallace brothers. A white boy, Jeremy Simms joins the Logans children for part of the walk to school. He goes to the white Jefferson Davis County School while the Logans go to Great Faith Elementary School. At school, Cassie and Little Man get in trouble with the teacher, Miss. Crocker, when they are upset with their used textbooks, which list the condition “very poor” next to their race. Mama, who is a seventh-grade teacher, pastes paper over the inside covers of her students' books.

Papa returns unexpectedly from the railroad with very big and strong man named Mr. Morrison, who got in a fight with some white men and lost his job on the railroad. He will be staying with the Logans.
In October, the children must walk to school in the rain and mud and are splashed by the vindictive driver of the white school’ bus. One day, after being forced off the road into a muddy ditch, Stacey leads his siblings in digging a trench across the road at lunch time to make it look like the road has washed out. After school, they watch from the forest as the bus drives into it, breaking its axle, flooding its engine, and leaving the white students without the bus for two weeks.

Stacey takes the blame when he caught with TJ’s cheat-notes during a test and is whipped by Mama. He follows TJ to the Wallace’ store, where he has been forbidden to go, and punches TJ before Mr. Morrison catches him and brings him home. There, Mr. Granger has just finish threatening to take the land from Big Ma. Stacey confesses to Mama, who punishes the four children for going to the store by taking them to see Mr. Berry, who was burned so badly he can no longer to speak. Mama begins to arrange a boycott of the Wallace and Barnett store.

Big Ma takes Stacey, Cassie, and TJ to the market in Strawberry. While Big Ma talks to Mr. Janison, a friendly white attorney, TJ admires a pistol in the store. When Mr. Barnett waits on white customers and ignoring TJ, Cassie tries to remind him of their presence, he calls her a “little nigger,” then throws her out of the store for arguing with him. In the street, Cassie bumps into Jeremy’s sister, Lillian Jean and is forced by Mr. Simms to say, “I’m sorry, Miss. Lillian Jean,” as Big Ma looks on.

Uncle Hammer comes to visit for Christmas and is prevented from going after Mr. Simms by Mr. marison. Mama explains to Cassie that Big Ma had no choice but to not confront Mr. Simms. Uncle Hammer drives the family around
with his new Packard and also gives Stacey a new coat. TJ makes fun of him in it because it is so big for Stacey, so Stacey gives it to TJ till it fits. Uncle Hammer makes him give it to him permanently for being irresponsible enough to let TJ takes it. On Christmas, Mr. Morrison tells the story of how his entire family was killed when an angry white mob attacked his house, where two young men accused of molesting a white woman had hidden, the Christmas he was six.

Big Ma puts the land in Hammer and Papa's names to protect it. Mr. Jamison agrees to provide credit for the families, who have agreed to have Papa shop for them in far-away Vicksburg. Mr. Granger, who owns the land where the Wallace store sits, threatens Papa and Uncle Hammer with the loss of their land. Cassie pretends to be friends with Lillian Jean, acting subservient, calling her Miss and carrying her books until one day Cassie takes her into the woods and fights with her, pulling her hair until she apologizes for Strawberry and threatening to tell the secrets she shared if she says anything to her father. Mama fails TJ on a test for cheating, and in retribution, he mentions at the Wallace store about her covering the inside of the books. Kaleb Wallace, Harlan Granger, and another man from the school board come to Mama's class when she is teaching a lesson about the injustices in slavery and fire her.

Stacey stops being friends with TJ and TJ starts hanging around with RW and Melvin Simms, who are eighteen and nineteen and white. Mr. Avery, Mr. Lanier, and several other people stop buying goods in Vicksburg when Mr. Granger and Mr. Montier raised the percentages of cotton they want from their sharecroppers and threaten to kick anyone who continues the boycott off their
land. On the way back from Vicksburg buying goods for the few families left, Papa, Mr. Morrison, and Stacey must stop when the back wheels fall off the wagon. As they fix them, the Wallace’s truck stops behind them and someone shoots at Papa, grazing his temple. The horse frights and the wheel of the wagon rolls over Papa’s leg, breaking it. Papa can not go back to work on the railroad, and it looks like the might just scrape by when the bank calls the note on their mortgage. Uncle Hammer sells his Packard to pay for it. He brings the money the week of the revival, a religious and social event, but must leave quickly so as not to incite further tension. TJ shows up at the revival with RW and Melvin, who he says are his friends and who will buy him anything, even the pistol at the Barnett Mercantile. When Stacey and everyone else ignore him and goes into the church, TJ is upset but finally leaves with the Simms brothers.

That night, thunder rolls and Mr. Morrison watches outside the house. TJ taps on the door in the middle of the night and tells Cassie and Stacey he broke into the Barnett Mercantile with RW and Melvin to steal the gun. When Mr. Barnett came down to investigate, RW and Melvin, who were disguised with stockings over their faces and gloves, hit him with the flat side of the axe. When his wife came down and saw her husband, they threw her against the stove, knocking her out. TJ threatened to tell and they bit him up badly. He asks Stacey to help him home, and all four the children end up walk with TJ back to his house in the middle of the night.

The Logan children watch from the woods as the Wallaces, Simms brothers, other whites breaks their way into the Logan house and drag out its inhabitants, beating
them. Many of them call for hanging TJ- and Mr. Morrison and Papa- and Mr. Jamison arrives, trying to stop them. Stacey sends the other children home to tell the adults.

After hearing the story from Cassie, Papa set off with his shotgun and Mr. Morrison. Soon, Mama notices smoke coming from the cotton, which is burning. She and Big Ma go off to fight the fire which heading towards the woods. Before dawn, Jeremy Simms comes by and says that all men (whom Cassie and her brothers saw at the Averys) have gone to fight the fire and that Papa and Stacey are all right. Just then, it begins to rain and within an hour the fire stops.

Cassie and Little Man rush to the cotton where they see white and black men putting out the rest of the blaze. Mama and Big Ma take them and Stacey home. There, Stacey tells that Mr. Jamison tried to stop the hanging and Mr. Granger would do nothing until he smelled smoke and sent all the men off to fight the fire. That’s when Mr. Morrison, but strangely, not Papa, went to get Stacey in the woods. Cassie realizes that the fire did not start from lightening, like everyone thinks, but that it was set by Papa. Papa and Mr. Morrison arrive home and Papa tells Stacey and Cassie that TJ with the sheriff and will probably be put on the chain gang where he could die. Stacey burst into tears and runs off. Papa follows after putting Cassie to bed. In bed, Cassie cries for TJ and the land.