

Breece Pancake Table of Contents

Use in combination with the program script

This table of contents works best as a guide for people who have listened to the CD. Use it to find favorite parts. Teachers may want to print it out and make notes on it as they listen to the program, choosing tracks for classroom use.

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Classroom content: The Breece Pancake program is primarily appropriate for older students and adults. Haunting, intense, detailed portraits of people living on the edge, struggling against layers of trouble. His one brilliant book of 12 stories have earned him a lasting place in international literature. Extremely strong character development, environmental description.

This CD is highly recommended for college classes and for high school classes at teacher discretion. Not appropriate for elementary or junior high classes.

- Key:** **Italics:** Readings of Pancake’s work
W: Advice or conversation about writing
F/H: Fictionalizing history: turning actual events into fiction or poetry
CM: Childhood memories
AM: Adult memories
CH: Cultural heritage
IWV: Identity as a West Virginian
CNW: Connection with the natural world: attachment to land and animals
CCF: Connection with community and/or family
J: Justice as a theme



1. (:49) Opens with reading from one of Pancake’s letters: “I’m going to come back to West Virginia when this is over ...”
2. (2:29) Introduction to Pancake. Substantial excerpts from reviews, comments by Jayne Anne Phillips, Pinckney Benedict, Irene McKinney.
3. (3:06) “*Trilobites*” reading with introductory comment: *Colly in the diner*
4. (:31) Tom Douglass (Pancake’s biographer): “All of his stories are about characters or people under pressure”
5. (3:13) “*In the Dry*” reading with introduction. *Ollie drops in on the Gerlocks*
6. (1:29) “*Hollow*” reading with introduction, *Buddy coming home from work*
7. (:59) Douglass: “Breece was an intensely moral writer ...”
8. (1:31) Reading from “*Hollow.*” *Buddy goes hunting.* Comments about characters’ connection to the land.
9. (1:03) Reading from “*Trilobites*” : *Colly gaffing a turtle, with introductory remarks*
10. (1:37) “It’s one of Breece’s big themes: people who are connected to the natural world find comfort there > Irene: Breece’s connection to the natural world

- 11. (2:09) Irene McKinney: Breece's sense of separation from West Virginia > the clash between people attached to the land and a society that isn't
- 12. (2:31) *Reading from "Trilobites." Conversation between Colly and real-estate guy.*
- 13. (1:52) When Colly sees the land, he sees the past > *readings from "Trilobites" and "Hollow"* > Buddy discourages a boy from hunting fossils
- 14. (:41) Douglass: Pancake was not writing about his own life
- 15. (2:22) Some biographical material about Pancake's childhood and youth > letters to his parents. attachment to his dad
- 16. (:31) comments about Pancake's empathy for the underdog
- 17. (3:04) *Reading from "The Way It Has to Be" > with after-comment about his outline for a novel*
- 18. (1:15) His writing habits: wrote late into the night > admiration for Tom Kromer > advice to writers
- 19. (2:28) The University of Virginia: his feeling of being a misfit there
- 20. (3:07) Atlantic Monthly published three of his stories > letter to sister > Irene McKinney: comments about the cultural conflict Pancake felt in Charlottesville
- 21. (:20) Preliminary to "The First Day of Winter."
- 22. (13:54) *Reading: "The First Day of Winter." The entire story.*
- 23. (1:24) Hollis' choice to stay with his parents: discussion
- 24. (5:23) *Reading from "A Room Forever"* with after-comments > discussion of Pancake's connection to West Virginia > more advice to writers



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