



**Task Title: Identify the Theme in a Short Story**

OALCF Cover Sheet – Practitioner Copy

---

**Learner Name:** \_\_\_\_\_

**Date Started (m/d/yyyy):** \_\_\_\_\_

**Date Completed (m/d/yyyy):** \_\_\_\_\_

**Successful Completion:** Yes  No

**Goal Path:** Employment  Apprenticeship   
Secondary School  Post Secondary  Independence

**Task Description:** Read a short story and identify the theme.

**Competency:** A: Find and Use Information, B: Communicate Ideas and Information, D: Use Digital Technology

**Task Groups:** A1: Read continuous text, B2: Write continuous text, D.1: Perform simple digital tasks according to a set procedure

**Level Indicators:**

- A1.3: Read longer texts to connect, evaluate and integrate ideas and information
- B2.2: Write texts to explain and describe information and ideas
- D.1: Perform simple digital tasks according to a set procedure

**Performance Descriptors:** See chart on the last page

**Links to skill-building activities:** see the last pages

**Materials Required:**

- Short Story "Face" by Alice Munro
- Question sheet

**ESKARGO:**

- Uses a variety of more complex strategies (word origins and derivations) to decode and determine the meaning of new vocabulary independently
- Uses knowledge of elements of more complex grammar, language structure, spelling, punctuation, and some stylistic devices to understand phrases and sentences
- Draws more deeply on personal experiences and on a wider variety of reading experiences to gather meaning from the text
- Makes meaning of short, creative texts (e.g., poems, short stories)
- Integrates several pieces of information from texts
- Manages unfamiliar elements (vocabulary, context, topic) to complete tasks
- Identifies important elements of fiction (e.g., Plot, Setting, Character, Conflict, Symbol, and Point of View, etc.)
- Identifies the main idea and purpose in writing
- Follows the main events of descriptive, narrative, informational, and persuasive texts
- Infers meaning which is not explicit in texts
- Understands concepts and themes
- Uses quotation marks with commas and periods for direct speech
- Uses commas to separate an introductory phrase or clause from the main part of the sentence, and to separate phrases and clauses in a series
- Spells a wide range of common words
- Edits own writing to eliminate spelling, grammar, and punctuation errors
- Uses subordinate clauses correctly
- Uses verb tenses consistently throughout a piece of writing
- Uses modifiers and prepositional phrases correctly
- Uses adjective and adverb phrases correctly
- Uses case for pronouns correctly
- Uses complex sentence structures correctly

**Attitudes:**

Practitioner,

We encourage you to talk with the learner about the attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important
- Attitude is somewhat important
- Attitude is very important

## Learner Information Work Sheet

In this task, you will read a short story. You will then answer questions that ask you to identify and discuss the theme of the short story. [Read Alice Munro's short story "Face."](#)

**Task 1: What is the theme of this short story?**

---

**Task 2: What are 2-3 sections of the story that helped you to identify this theme?**

---

**Task 3: List 2-3 sentences from the story that focus on this theme.**

---

**Task 4: Justify what would be another title you could give to this story.**

---

## Answer key

### **Task 1: What is the theme of this short story?**

Answers will vary. Learners might identify any of the following as being the main theme of the story:

- One event in childhood can affect our entire life
  - Our lives are defined by our appearance
  - Society unfairly emphasizes external beauty
  - Women and men are not treated equally by society

### **Task 2: What are 2-3 sections of the story that helped you to identify this theme?**

Answers will vary but might include any of the following:

- The description of the birth of the protagonist and the father's reaction
- The protagonist's description of his parents' relationship
- The protagonist's summary of his own love life
- The "Great Drama" of the protagonist's life when Nancy paints a birthmark on her face
- The fight between the protagonist's mother and Sharon Suttles
- When the protagonist learns that Nancy cut her cheek

### **Task 3: List 2-3 sentences from the story that focuses on this theme.**

Answers may vary and will depend on how the learner has identified the theme but may include:

- ...my presence, my existence, caused a monstrous rift between my parents
- It is clear that I did not contribute to a comfortable marriage.
- We were both flawed, the obvious victims of physical misfortune.
- "It was the same cheek," she said. "Like yours." I had tried to keep silent, pretending not to know what she was talking about. But I had to speak. "The paint was over her whole face," I said. "Yes. But she was more careful this time. She cut just that one cheek. Trying the best she could to make herself look like you."
- "If she had been a boy, it would have been different ... But what an awful thing for a girl."
- She announced that I should have married "that girl who sliced up her face," because neither of us would have been able to crow over the other about having done a good deed. Each of us, she cackled, would be just as much a mess as the other.
- Something happened here. In your life there are a few places, or maybe only the one place, where something happened, and then there are all the other places, which are just other places.

### **Task 4: Justify what would be another title you could give to this story.**

Answers will vary, but they should reflect what the learner has identified as the theme.

### Performance Descriptors 1

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	Integrates several pieces of information from texts			
A1.3	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
A1.3	Identifies the purpose and relevance of texts			
A1.3	Begins to recognize bias and points of view in texts			
A1.3	Infers meaning which is not explicit in texts			
A1.3	Follows the main events of descriptive, narrative, informational and persuasive texts			
A1.3	Makes meaning of short, creative texts (e.g. poems, short stories)			
B2.2	Writes texts to explain and describe			
B2.2	Uses limited range of vocabulary and punctuation appropriate to the task			
B2.2	Begins to select words and tone appropriate to the task			

### Performance Descriptors 2

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.2	Begins to organize writing to communicate effectively			
D.1	Follows simple prompts			
D.1	Interprets brief text and icons			

This task: Was successfully completed  Needs to be tried again

Learner Comments:

Instructor (print):

Learner (print):

---

---

## Skill Building Activities

### Links to online resources:

- A slide show detailing the methods of determining themes in literature: <http://www.slideshare.net/thaliaalongoria/finding-themes-in-literature-ppt>
- A slide show discussing themes in short stories: [http://www.slideshare.net/hurihorain/theme-and-short-story?next\\_slideshow=1](http://www.slideshare.net/hurihorain/theme-and-short-story?next_slideshow=1)
- A short and well-illustrated video on finding themes in a story: [https://www.youtube.com/watch?v=H3\\_Bb9wGOBY](https://www.youtube.com/watch?v=H3_Bb9wGOBY)

### LearningHUB Courses available:

- Reading & Writing, Independent Study
  - Vocabulary and Reading Comprehension, Assignments 1-5 (Assigned by practitioner after assessment)
  - Reading, Level 3 (Assigned by practitioner after assessment)
- Live Classes (SABA):
  - Reading Comprehension
- Independent Study, Short Courses: Creative Writing: Telling Your Story

**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [LearningHub Registration](#)

### **\*The LearningHUB Course Catalogue:**

[https://www.learninghub.ca/apps/pages/index.jsp?uREC\\_ID=1118110&type=d&pREC\\_ID=1380721](https://www.learninghub.ca/apps/pages/index.jsp?uREC_ID=1118110&type=d&pREC_ID=1380721)