

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.

**Main Competency / Task Group / Level Indicator**

* Find and Use Information/Read continuous text/A1.3
* Communicate Ideas and Information/Write continuous text/B2.2
* Use Digital Technology/D.1

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

**Materials Required:**

* Short Story “Face” by Alice Munro
* Question sheet

# Learner Information

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.”](https://www.newyorker.com/magazine/2008/09/08/face?currentPage=all)

Work Sheet

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

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 4: What would be another title you could give to this story? Why?**

Answer:

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Answers

**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: What would be another title you could give to this story? Why?**

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

# Performance Descriptors

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

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| D.1 | Follows simple prompts |  |  |  |
|  | Interprets brief text and icons |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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