



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

Task Title: IdentifyThemeInShortStory_SP_A1.3

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."](#)

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:

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.

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**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			

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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

Instructor (print):

Learner (print):
