

Authentic Task #10

Content Standard I. D. 1: Explain the theme in a text

Content Standard I. D. 2: Analyze how literary devices (such as indirect characterization, symbol, or conflict) contribute to a text's theme

Process Standard II. A. 1: Uses appropriate voice volume and articulation when speaking in front of the class

Process Standard II. C. 1: Contribute equally to small group discussions or collaborative tasks

- In Fences, the title names a recurring symbol in the play that creates a theme. First, you will answer some questions about Fences independently, focusing on one of the six characters that you will be assigned (Troy, Rose, Cory, Lyons, Gabriel, Bono) in the play. Next, you will meet in a group of six (each group member will have worked on a different character), to share and compare your answers to the questions. Finally, as a group you will create a statement of a universal theme that you found in Fences.

Criteria:

- Students correctly answer questions on symbolism and theme handout
- Students share and compare their answers on the handout
- Students create a statement of a universal theme in Fences
- Students contribute equally to small group discussions or collaborative tasks

Fences

Symbolism and Theme

My character is _____.

Answer the following questions in complete sentences.

5. What theme does the symbol of the fence in your character's life create?