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.

1. What do you think a fence symbolizes?

2. What would your character say a fence symbolizes?

3. What is the “fence” in your character’s life?

4. How does the “fence” in your character’s life affect him/her?

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