**Understanding How Form Impacts a Text**

**Grade 10 English**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*2.3 – Students will give precise directions, follow directions and respond thoughtfully to complex questions.*

*4.3 – Students will seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesis, and evaluating.*

*4.5 – Students will demonstrate an understanding of the impact literary devices have on shaping the understanding of text.*

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| --- | --- | --- | --- | --- | --- |
| ***During this activity, did I …… ?*** | **1**  **not enough** | **2**  **almost enough** | **3**  **sometimes** | **4**  **usually** | **5**  **always** |
| 1.1 examine others’ ideas in discussion to extend my own understanding? |  |  |  |  |  |
| 2.1 participate constructively in conversation, small-group and whole-group discussion using a range of strategies that contribute to effective talk? |  |  |  |  |  |
| 2.3 give and follow instructions and respond to questions and direction of increasing complexity |  |  |  |  |  |
| **Overall grade for this assignment (circle one only please)** | **E** | **D** | **C** | **B** | **A** |
| **Evidence:** | | | | | |

This week you and your group will analyze the short story, “Occurrence at Owl Creek Bridge” by Civil War veteran Ambrose Bierce. It is your group’s responsibility to follow the steps and strategies outlined below in order to answer this week’s target question. All group members will record their answers in their reader’s/writer’s notebooks. One member will submit their journal for formative assessment and feedback. Be prepared to share your answers with the rest of the class.

**Target Question:** *At what point does Peyton Farquhar die in this story? How has the author used literary devices to show readers where Peyton’s reality ceases and his imagination begins?*

Group Steps:

Read the entire short story. In your notebook, record your name, the title and author of the story, and your group members’ names. Answer the following sections:

1. Number and identify every vignette (this means every change in time and place) in this story. Does the vignette take place in Peyton’s mind, in his present reality, or as a flashback? Where is he in each vignette?
2. Identify the point of view in this story (first person, third person limited, third person omniscient). If it were told from another point of view, how would a reader’s response to the story change? Would anything be lost?
3. Find and quote the exact page and sentence where your group believes Peyton dies in this story.
4. Looking back, find three pieces of proof (foreshadowing, symbols, descriptive sentences) anywhere in the text that reveal your theory about the precise moment of Peyton’s death. Identify and explain your three pieces of proof.