**English 11B**  Name   
**Unit 4: A Troubled Young Nation**  Hour

**Standards/Objectives**

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century  
 foundational works of American literature, including how two or more texts from the  
 same period treat similar themes or topics.  
  
**Objectives:** - Determine and analyze the development of the theme(s) in American literature of the 19th century (e.g. freedom, the American Dream, racism, regionalism, survival, “individual vs. society” and “civilization vs. the wilderness”)

**“An Occurrence at Owl Creek Bridge” Comprehension Questions**

1. \*\*Please attach your SMILES graphic organizer to these questions before handing in this assignment!\*\* (Similes, Metaphors, Imagery, **Locate the Main Idea**, Effects of the Writer’s Voice {Mood & Tone}, Summary)

2. Did the ending of the story change the way you saw other events in the story? Why  
 or why not?  
  
3. Why do you think Peyton Farquhar has the last thoughts he does before he dies?  
  
4. Why are the Union soldiers hanging Farquhar? Use evidence from the text to support your view. Use P.E.A. (Point, Evidence, Analysis).  
  
5. Judging from this story, how do you think the author, Ambrose Bierce, views war?  
 Consider…  
 - the statement about hanging and “the liberal military code” (page 466)  
 - Farquhar’s sentiments about the Southern cause, and the result of these sentiments  
 - the action of the Federal scout who visits Farquhar  
  
6. How would changing the order of the three numbered sections affect the story?  
  
7. This story fictionalizes a real hanging that took place in 1862 at the time of the bloody  
 Civil War battle of Shiloh in Tennessee. Do the details make this story seem realistic?  
 Why or why not?