

## Teacher Notes



# Setting

## Activity 1 Exploring Setting

### Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Elements
- ◆ **Topic:** Setting
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

### Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ TV, VCR, and video (optional)
- ◆ NoteFolio™ Application
- ◆ NoteFolio™ file: **SET1.8xv**
- ◆ TI Connectivity cable or TI-Navigator™ System
- ◆ Overhead projector
- ◆ Transparency of **Setting and Mood Chart**
- ◆ Student Work Sheet: **Terms**
- ◆ Instructions for Using the TI-83 Plus

### **Activity Overview**

Students will be introduced to or review the terms *setting* and *mood*. Using a set of criteria, the teacher will lead the class in analyzing the setting and mood of examples from popular culture.

### **Tip**

To help ensure the success of this lesson, the teacher should select works with which the students are at least somewhat familiar. *The Lord of the Rings* Trilogy, the Harry Potter books, or many of the works by Edgar Allen Poe are good choices to use in learning about and analyzing setting and mood. Most of these works have been made into popular movies, and comparing the setting of the written story to its film interpretation creates another avenue of inquiry and investigation for the students.

## **Directions**

### **Before the Activity Begins**

Select one or two specific works to use in demonstrating the setting and mood analysis. If you intend to compare the original text to a film interpretation of a work, then the video and necessary equipment should be procured. You also need to prepare a transparency of the **Setting and Mood Chart**.

Send the NoteFolio™ file, **SET1.8xv**, to the student devices. Instructions for sending the file as well as using the NoteFolio™ Application can be found at the end of this activity.

### **During the Activity**

Begin class by introducing (or reviewing) the terms *setting* and *mood*.

Read aloud the text passage that will be used in the class demonstration of setting and mood analysis. Many authors begin their stories by creating the setting, so the teacher has many options to select from. If the teacher is comparing a text selection with its film adaptation, care must be taken to ensure that the text selected directly matches a segment in the film.

Note: You may want to read the passage twice to enable the students to remember more details. This is important if the students do not have a copy of the work to refer to in their analysis.

- ◆ Guide the students in analyzing the setting(s) of the selected work. Use the transparency of the **Setting and Mood Chart** to guide this analysis. If desired, the students can complete the NoteFolio™ questions prior to the class analysis and use their responses during the class work.
- ◆ As the students reach a consensus regarding the various elements of the story's setting, you should record these on the transparency.
- ◆ After the setting is analyzed, shift the class discussion to how the setting creates a mood for the story. Identify the mood of the story. The students should examine what the author did to evoke the mood or moods they perceived when listening to the story.
- ◆ Model writing a setting sketch using the chart as prewriting.

If you plan to compare the text to its film interpretation, then this is the time to view the pertinent segment of the film. After viewing the film, return to the transparency and see how faithfully the movie conveyed the text's setting and mood. If the students perceived differences between the two media, take the time to discuss these.

Note: If the differences are significant, it might be worthwhile to have a second (unused) copy of the transparency on which to chart the setting and mood of the film.

The **Setting and Mood Chart** used in this activity is a visual rendering of the prompts contained in the NoteFolio™ files the students use in this lesson. The

prompts will lead the students through their analysis in the same order as on this chart.

***After the Activity***

If the students did not complete their **SET1.8xv** files, they should take the time to record the class analysis in their files. This will become a reference for future exercises in this lesson.

Quickly recap the analysis steps presented in this lesson, and then clarify any remaining questions the students may have.

Let the class know that they will continue to examine and analyze settings and moods in the next class meeting using the procedure learned in this activity.

## ***Student Work Sheet***

Name: \_\_\_\_\_

### ***Terms***

Date: \_\_\_\_\_

The *setting* of a story is where and when the story takes place. It is the time, place, and environment in which the events of a story occur. Stories can take place in the past, present, or future and in real or imagined places. The time may be an era, season, or the time of day. Stories may also have more than one important setting.

*Mood* is the feeling the reader experiences when reading a story. A story could have an assortment of moods such as joyful, depressing, serious, horrifying, and so on. The setting of a story often creates a certain mood.

*Criteria for Analyzing Setting and Mood:*

- ◆ Place
- ◆ Time
- ◆ Thoughts/Feelings
- ◆ Statements/Quotations

The *thoughts, feelings, statements, and quotations* found in a passage or example can provide valuable clues about the mood.

## Setting and Mood Chart

**Story:** \_\_\_\_\_

Place (provide details)	
Time (provide details)	
Thoughts/Feelings (provide examples)	
Statements/Quotations (by characters or author)	

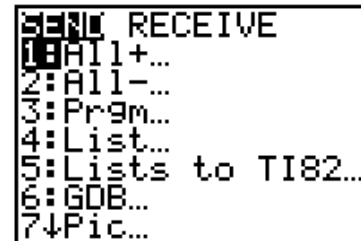
What is the general *mood* of the story as evidenced above? \_\_\_\_\_

## Teacher Instructions

### Transferring files from one TI-83 Plus to another

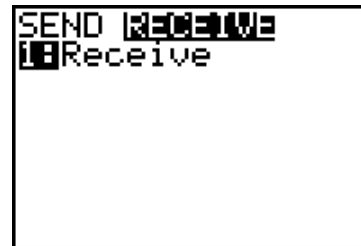
1. Connect the devices using the unit-to-unit cable. Press the cable firmly into the port at the base of each device.
2. Prepare the student (or receiving) device to receive data.

- a. Turn the device on.
- b. Press **[2nd] [LINK]** to prepare the TI-83 Plus to receive data.



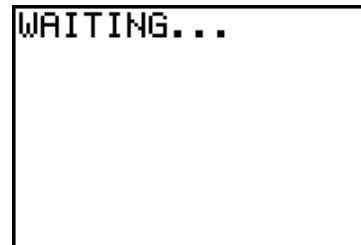
```
SEND RECEIVE
1: All+...
2: All-...
3: Prgm...
4: List...
5: Lists to TI82...
6: GDB...
7: Pic...
```

- c. Highlight **RECEIVE** by pressing **[↓]**.



```
SEND RECEIVE
RECEIVE
```

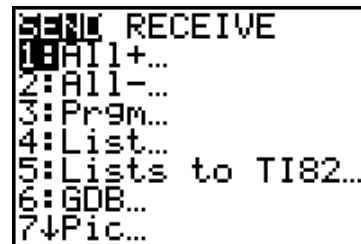
- d. Press **[ENTER]**. **Waiting...** is displayed on the device.



```
WAITING...
```

3. Prepare the teacher's (or sending) device to send data.
- a. Turn the device on.

- b. Press **[2nd] [LINK]** to prepare the device for linking.



```
SEND RECEIVE
1: All+...
2: All-...
3: Prgm...
4: List...
5: Lists to TI82...
6: GDB...
7: Pic...
```

- c. Press  $\uparrow$  or  $\downarrow$  until **D:AppVars...** is highlighted.

```

SEND RECEIVE
B:String...
C:Apps...
D:AppVars...
E:Group...
F:SendId
G:SendSW
H:Back Up...

```

- d. Press  $\text{ENTER}$  to view the AppVars. Move the cursor to the file (AppVar) you want to send, and press  $\text{ENTER}$ . In these instructions, the **ECONDEF** file is used.

```

SEND TRANSMIT
*Address AVAR
▶*ECONDEF AVAR
*ORGINFO AVAR
*SAMPLEST AVAR
*Schedule AVAR
*TIINFO AVAR
TISCRSLT AVAR

```

- e. Press  $\rightarrow$  to highlight **TRANSMIT**. Press  $\text{ENTER}$  to start data transfer.

```

SELECT TRANSMIT
▶Transmit

```

4. If the transfer is successful, then the sending and receiving devices will display the following message on their screens. Download the AppVar to other students using the same method. Once a student has the file on his or her device, he/she can share it with other students by using the procedure for the teacher's (sending) device.

```

▶ ECONDEF AVAR
Done

```

Teacher TI-83 Plus

```

Receiving...
▶ ECONDEF AVAR
Done

```

Student TI-83 Plus

## Accessing the NoteFolio™ Application on the TI-83 Plus

The following procedure enables you to access the NoteFolio™ Application. It assumes that the software is already installed on the device.

Note: NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press **[APPS]** to display the list of installed applications. Select the **NoteFolio** Application by using **[▲]** **[▼]** to scroll to it in the list.



2. Press **[ENTER]**. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is initially displayed.



3. To open the **SET1.8xv** file, press the **MENU** key (the **[GRAPH]** key.)

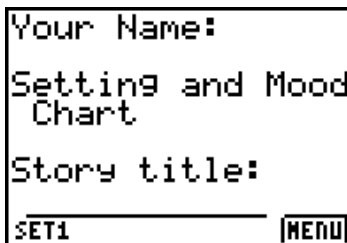


4. Highlight the **Open** option or press **2**. Highlight the **SET1** file.



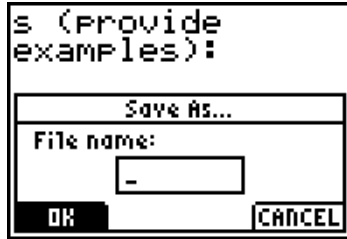
5. Press **[ENTER]**. The file is opened. Students should complete the assignment.

**Note:** If you are not using a TI Keyboard, remember to press the **[ALPHA]** key to type letters.





6. When the file is complete, press **MENU**. Students can save the file under the same name by selecting **Save** or they can save the file under a new name by selecting **Save As**. The example screen shows the Save As option with a new file name entered into the field.



7. When the new file name is entered, press **OK** (the **Y=** key.)

To exit the application, press **MENU** and selection **6: Exit**.

