Teacher Notes

Sitting in a 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:** 50 minutes

Materials

- TI-83 Plus
- TI-External Keyboard
- Computer with TI Connect software, LearningCheck™ Creator, and projection capabilities
- TI Connectivity cable or TI-Navigator™ System
- Student Work Sheets: **Sample Setting Descriptions, Assessing the Setting** (optional)
- Resource file: **Assessing the Setting.edc**

Activity Overview

In this activity, the students will read a variety of short paragraphs that describe various settings. After the reading, the students will respond individually to the compositions and send their response to the teacher's PC. The teacher organizes the information using the Data Editor feature of the TI Connect™ software, and projects them anonymously for the entire class to view. As individual responses are read, the teacher leads a class discussion about each setting example and the responses the students had to each of the examples.

Tip

One suggestion is for the teacher to explain to the class that they should be honest when doing their assessments because their responses will be kept confidential.

Directions

Before the Activity Begins

The teacher should follow the directions listed below to transfer the **Assessing the Setting.edc** resource file to each student's TI-83 Plus. This file can be transmitted to the students by using

♦ the LearningCheck™ Creator and the TI-Navigator™ system.

♦ the standalone version of the LearningCheck Creator and the TI Connectivity cable.

♦ TI Connect™ software and the TI Connectivity cable.

Transmitting a file using LearningCheck Creator and the TI-Navigator system:

1. Open the TI-Navigator system and start LearningCheck Creator on the computer.

2. Choose **guest** as your Profile Name and click **OK**.

3. Select Open File, navigate to **Assessing the Setting.edc** on the computer, and open it.

4. To send the file to the students, click the Send to Class icon located on the toolbar.

Transmitting a file using LearningCheck Creator and a TI Connectivity cable:

1. Start the LearningCheck Creator software on the computer. Connect the TI Connectivity cable to the computer and a TI-83 Plus.

2. When the software prompts you for a Profile Name, choose **guest** and click OK.

3. Select Open File, navigate to **Assessing the Setting.edc** on the computer, and open it.

4. To send the file to the TI-83 Plus, click the Send to Device icon located on the toolbar. Repeat this procedure until all students have the file on their graphing handhelds.

Transmitting a file using TI Connect software and a TI Connectivity cable:

1. Connect the TI Connectivity cable to the computer and a TI-83 Plus. Use Windows Explore to locate the **Assessing the Setting.edc** file on the computer, and then start the TI Connect software. Adjust the window so that the file name and TI Connect screen are both visible.

2. Drag the file onto the TI Connect window and drop it on the window. This initiates the file transfer. When the file transfer is completed, unplug the cord from the current TI-83 Plus and attach it to a TI-83 Plus that needs to receive the file.

3. Repeat the drag and drop procedure to transmit the file to the next TI-83 Plus.

Note: In the last two situations, the transmission of the file will occur more quickly if the students who have the file help transmit it to their peers using the unit-to-unit cable.

During the Activity

To begin this activity, the teacher should have the students brainstorm about the literary element of setting. One method of doing this is to have the students free write. Another method is to lead a class discussion and generate a list of things that the students determine relate to setting. Be sure to explain the purpose of setting.

The next step in this activity is to introduce the students to a series of example settings by passing out the Student Work Sheet, **Sample Setting Descriptions**. This work sheet compliments the **Assessing the Setting** resource file distributed earlier.

As a class, the students will read the first example on the worksheet. Then they will follow the directions listed below to access the LearningCheck™ app on their graphing handhelds, open the **Assessing a Setting** file, and respond to the example using the prompts contained in the file. To make this manageable, divide the class into groups of three students and assign one example to each group. Allow the groups to work together to create a group response to the example. Only one of the group members needs to serve as the reporter.

Note: A paper-based copy of the file's contents is included at the end of this activity.
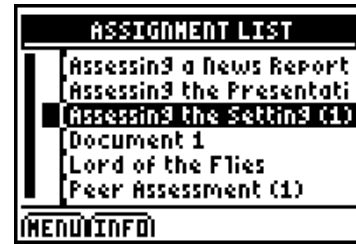
After the Activity

When the groups have completed their written response to their assigned example, the teacher should lead a discussion of the students' responses. Have one member of each group read the response to the assigned example. During the discussion, the teacher should focus on how the group's feelings about a place (tone) are related to the types of language used. Be sure to point out the unified tone in each of the samples by careful word choice.

Accessing a File on the TI-83 Plus

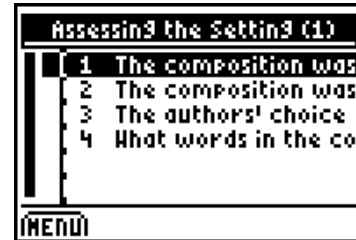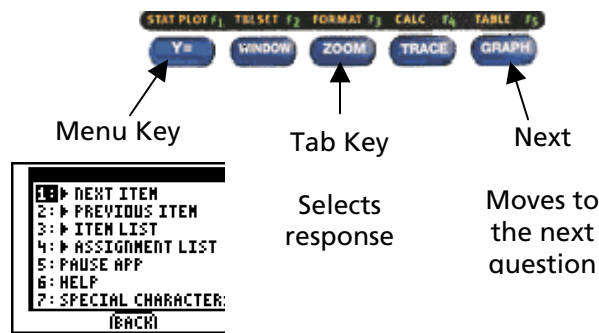1. To access the LearningCheck Application on the TI-83 Plus, press the APPS key and choose **LearnChk**.
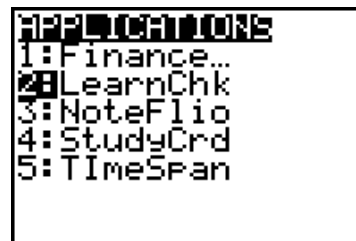
2. The Assignment List appears after the title screen. Highlight the assigned activity and press ENTER. The device then prompts the student for a username.

```
        ASSIGNMENT LIST
  Assessing a News Report
  Assessing the Presentati
  Assessing the Setting (1)
  Document 1
  Lord of the Flies
  Peer Assessment (1)
 (MENU)(INFO)
```

3. When the user name is entered, the device lists the questions in the selected assignment. The first question is highlighted, and to open it, press ENTER.

```
 Assessing the Setting (1)
  1  The composition was
  2  The composition was
  3  The authors' choice
  4  What words in the co

 (MENU)
```

4. This application is controlled using the keys under the screen:

```
 STAT PLOT F1  TBLSET F2  FORMAT F3  CALC  F4  TABLE F5
  ( Y= )  (WINDOW) (ZOOM) (TRACE) (GRAPH)
```

Menu Key   Tab Key   Next

```
 1: ▶ NEXT ITEM
 2: ▶ PREVIOUS ITEM
 3: ▶ ITEM LIST
 4: ▶ ASSIGNMENT LIST
 5: PAUSE APP
 6: HELP
 7: SPECIAL CHARACTER:
        (BACK)
```

Selects response

Moves to the next question

When the students are finished with the activity, the application redisplays the list of questions. Have the student recorders keep the file open so that the group's responses can be read aloud in class and discussed.

5. When the discussion is completed, press Y= to display the **Menu** options, and then select **EXIT APP** to close the LearningCheck™ file.

```
 1: ▶ ASSIGNMENT LIST
 2: MARK STATUS
 3: CLEAR ALL ANSWERS
 4: PAUSE APP
 5: EXIT APP



        (BACK)
```

Student Work Sheet
Sample Setting Descriptions

Name: _____

Date: _____

Setting 1

It was early morning as the campers awoke refreshed and excited to start the new day. The shade of the trees kept them cool from the glowing yellow sun as it peeped its head over the horizon. The chirping of the birds felt like a constant ringing in the camper's ears. As they rolled up their sleeping bags, they felt the hard, solid ground beneath where they had slept.

Setting 2

The wind howled through the trees, rustling the leaves. The darkness engulfed them like the salty waves of the ocean. It was the witching hour, and they worried that they might never find their way home. Everyone had heard of the legends and what happens to those who ended up in the woods late at night.

Setting 3

The smell of burning wood rose from the chimney of the cabin in the woodlands. The leaves on the trees were brilliant oranges, fire reds, and creamy yellows. The leaves that had already fallen to the ground looked like feathers that had turned brown; the corners of the brown leaves had shriveled and they became crushed under the hikers' heavy boots.

Student Work Sheet
Assessing the Setting

Name: _____

Date: _____

Please circle the response that best fits your reactions. Be sure to comment about why you gave chose the response that you did.

1. The composition was interesting and powerful.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

_____
_____
_____
_____
_____
_____

2. How does this scene make you feel and why?

_____
_____
_____
_____
_____
_____

3. The authors' choice of language was appropriate.

Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

_____
_____
_____
_____
_____

4. What words and/or phrases in the composition stand out to you and why?

_____
_____
_____
_____
_____