

## Teacher Notes



# Setting

## Activity 2 Collaborating on 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
- ◆ NoteFolio™ Application
- ◆ NoteFolio™ file: **SET2.8xv**

### ***Activity Overview***

Using one or more short stories of the teacher's choosing, the students will analyze the main setting or settings. The students will study the mood created by the setting(s) and write brief sketches of the settings. With the teacher's assistance, the students will then evaluate how setting is used to contribute to the meaning and literary merit of the selected short story.

### ***Tip***

Carefully select one or more short stories for the students to analyze. Choose stories in which the setting is important and adds to the meaning and literary craft exhibited in the story. Each story selected should rely on setting to create mood in the piece as well.

### ***Directions***

#### ***Before the Activity Begins***

Review the terms *setting* and *mood*. Refer to the setting sketches from Activity 1 as a form of quick review. Remind the class of the ways in which critical information about the story is presented by means of the setting.

Tell the students that today they will read a short story and analyze the main setting(s) and the mood the setting creates using the same method they practiced in Activity 1. Send the NoteFolio™ file, **SET2.8xv**, to the students' devices.

Use the instructions found in Activity 1 to send the file to the students.

### ***During the Activity***

Divide the students into small groups of three or four. The teacher can assign the same story to all groups or can assign different stories to the groups to give the students greater exposure to different types of settings and moods.

Direct the students to read the short story in their groups. Remind them to be especially aware of the details related to the setting and mood as they read. Once the students have read their story, they should discuss the points regarding setting and mood, then reach a consensus within their groups regarding these points. Each group should select one person to act as the group scribe to record the group's analysis in the NoteFolio™ file.

Using the TI-83 Plus, keyboard, and NoteFolio™ file **SET2.8xv**, each student will be prompted to:

- ◆ identify the place and details describing the place
- ◆ identify the time and details which indicate the time
- ◆ identify a character's thoughts and feelings that create mood
- ◆ identify any statements or quotations in the text that create mood
- ◆ write and share a brief setting sketch
- ◆ critique the function of the setting in the story

When the group analysis is completed, have each student use his or her TI-83 Plus to write a setting sketch for one of the main settings in the story. They should share their sketches within the group. In the sketch, ensure that the students explain how the setting creates the mood for the story.

### ***After the Activity***

When the groups have completed their work, select different students to share their setting sketches. As a class, critique the sketches for accuracy. Students should agree on and understand setting and mood as developed by the details of time, place, thoughts/feelings, and statements/quotations.

As a final exercise, lead the class in critiquing the author's use of setting as it contributes to the meaning and literary merit of the story. If the student groups analyzed different stories, then choose the one story with which the entire class is most familiar. Identify elements that set the mood of the story (or stories, if the groups analyzed different stories.) The teacher may wish to tell the class that they will be developing original settings using these criteria in the next activity.