Teacher Notes

Setting

Activity 3
Assessing Setting

Activity Overview

In this activity, students will develop original settings. (Ideally this will be done in relation to the character or characters they have developed in the lesson on **Character and Characterization**.) Students will use the same process they practiced in the previous two activities to write their setting elements, and they will store their original work in a NoteFolio™ file on the TI-83 Plus device. After creating the setting elements, students use these elements to write brief setting sketches. Finally, students will assess each other's work by exchanging files using unit-to-unit cables.

Tip

Students should have a mood in mind as they develop their setting(s). The TI-83 Plus NoteFolio™ file, **SET3.8xv**, lists potential moods the students may use, but they should be encouraged to choose a mood of their own as it fits their particular vision. It may also help the students to have a character or characters in mind (such as the ones they may have developed in the lesson on **Character and Characterization**) when creating their settings.

Directions

Before the Activity Begins

Review the terms *setting* and *mood*. Review how setting is developed through details of place and time as well as thoughts, feelings, statements, and quotations which develop mood.

Send the NoteFolio™ file, **SET3.8xv**, to the student devices using the same procedure used in the previous two activities.

During the Activity

Begin this activity by leading the students in brainstorming possible ideas for settings and mood. Remind the class how the mood should be reflected in the details of the setting. Direct students to use their TI-83 Plus devices, keyboards, and the new NoteFolio™ file to develop their original settings.

If the teacher desires, students can work in pairs to create original settings. Each student or team will be prompted to do the following to develop the setting:

♦ choose the mood for their setting (students may use their own ideas)

   Sample choices: happy, excited, depressed, angry, fearful, terrified, indifferent, antagonistic, passive, humorous, shameful, whimsical, anticipatory…

♦ choose or create and name a physical location for the setting

♦ describe the place in vivid detail (keeping the mood in mind)

♦ name and elaborate the time of the story

♦ write a brief setting sketch

After each student or team has developed the setting and written the sketch, students should exchange setting sketches using unit-to-unit cables. Student reviewers will be prompted to assess each other's work for effective development of the setting and mood and to specifically identify and critique each attribute.

After the Activity

When the class has finished their peer assessments, the assessment files should be returned to the writer(s) for review. Give the class time to read the assessments and to quietly discuss the results with the reviewers. If time permits, ask volunteers to read their setting sketches aloud. Query each volunteer about the inspiration for the setting they created.

If you are using this lesson as preparation for the students to create their own narrative stories, it would be good to reintroduce story elements already studied in class and discuss how these elements work together to build a story. (Students will do this formally in the **Narrative Literature and Composition** lesson.) Artistically inclined students can also sketch their settings to visually enhance their verbal sketches.