Lesson 3 – Setting

Curricular Fit: Grade 9

Time: 160 instructional minutes

Objectives:

2.3 Compare the development of character, plot and theme in two oral, print or other media texts.
2.3 Summarize the content of media texts, and suggest alternative treatments
2.3 Compare a main character in one text to the main character in another text from a different, genre or medium
2.3 Create oral, print and other media texts that inter relate plot, setting and character, and reveal the significance of the action
5.2 Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
5.2 Discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
5.2 Share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives

Rationale:

This lesson explores Aspenland as a setting in general and the more specific settings that the women of Aspenland experienced in their lives in the region.

Materials:

➢ Computer with internet access and a word processor for every student
➢ Whiteboard with markers
➢ Teacher computer with projection device and screen - optional
➢ Diorama materials such as boxes, cardboard, scissors, glue, tape, coloured pencils, etc.

Prerequisite Skills:

1. Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) (ICT Div 2 Outcome C12.1)
2. Navigate through a document that contains links to locate, copy and then paste data in a new file (ICT Div 2 Outcome P5 2.1)

Procedure:

Pre-Lesson:

1. Load the Women of Aspenland Virtual Exhibit and navigate each to "The Social Landscape" section on all the computers (This will save time both at the beginning of the lesson as well as operational time as it will cache the site which will put less strain on the network, hopefully making it run faster)
2. Divide the class into groups of two or three

Lesson:
1. Review Women of Aspenland Virtual Exhibit using the projection devise. Place emphasis on the "Social Landscape" section.

2. Groups are to choose a setting for the dialogue one of the group members created in Lesson 2. Because the characters in Lesson 2 are each from a different historical period, the students will have to choose a setting that corresponds to one of the characters.

3. Groups then map out their setting using pencil and paper. They are to include as much detail as possible.

4. Groups then create a three dimensional diorama of their detailed setting using a box and other materials. Again, the emphasis should be on detail and being able to justify why this setting is appropriate to the dialogue from Lesson 2.

5. Students should then revisit their completed dialogue and suggest ways in which the dialogue could/should be changed to better fit with the setting they have created.

6. Using the word processor, the student should make these changes to their dialogues from Lesson 2.

**Evaluation:**

Evaluation for this activity **can be formative or summative.** The following simple rubric might be useful.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chosen setting effectively reflects the nature of the dialogue</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The map of the setting is detailed and appropriate to the dialogue</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The diorama is detailed and appropriate to the dialogue</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The dialogue is revised to reflect the setting</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The group members cooperated during the project</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
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