ANALYZING SETTING

Objectives:
- Students will analyze the setting of a real place (ex: Africa, Asia, Australia) through literature and non-fiction texts.
- Students will connect fictional settings to real places.
- Students will evaluate why the author choose a specific setting for the story.

Procedure:
- Teacher will read aloud a story from a particular place that has a well developed setting (ex: *Mufaro's Beautiful Daughter* – Africa).
- After reading the story, students will individually brainstorm details about the setting. Students should share their ideas with partners.
- Compile the details on a class chart (such as the one's provided).
- Teacher will then read aloud an informational text about that specific country.
- After reading the informational text, students will individually brainstorm details about the place. Students should share their ideas with partners.
- Add the details to the class chart.
- Discuss the connections (similarities) between the author's representation of the place and the actual place.
- Ask students to think about and discuss the following:
  - Why did the author want his/her story to take place in this setting?
  - Why is setting important?
  - How would the story change if the setting was different?

CCSS
RL.K.3, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.7, RI.K.9, RI.K.10, SL.K.1, SL.K.1a, SL.K.1b, SL.K.4, SL.K.6, L.K.1, L.K.1b, L.K.5, L.K.5b, L.K.5c, & L.K.6

What I learned about...

Asia

From Stories	**From Non-Fiction**

What I learned about...

Africa

From Stories | **From Non-Fiction**