

## DAILY LESSON PLAN 11/06/12

**Lesson Title/Topic:** Harriet Tubman: Setting

**Essential Question:** How does the setting affect the story?

**Content Area:** **Reading**

**Objectives:** By the end of this lesson, students will be able to:  
Analyze the setting using place, time, character's mood and actions in a story  
Cite specific evidence to support response

**Learning Outcomes:** Students will respond to a text-based question analyzing the effects of the setting in Harriet's attempt to escape North, Harriet Tubman Chapter 10, 90-93

**RI & RL Standards 1: Cite Textual Evidence**

**2: Determine Central Idea and Analysis of Text Development**

**Activating Prior Knowledge Activity:**

- Preview objectives of the lesson
- Do Now: Small Group Activity – Analyzing Setting, From “Song of the Tree”

**Lesson Activities:**

**1. Mini-Lesson**

- What is setting?
- How do we analyze the setting in a story?
- Review small group analysis, From “Song of the Tree”
- Review notes on mini lesson, “Analyzing the Setting”

**2. Student Work: Independent/Guided Activities and Conferring**

- Students read, Chapter 10, “A Glory Over Everything,” Starting on page 90 from paragraph 1 through paragraph 3, page 93
- Students complete the Analyzing Setting T-Chart
- Students respond to: Describe the setting and show how it affects the mood and actions of the characters. Provide specific evidence from the story to support your answer.

**3. Reflection: Share & Review**

- Review lesson objectives
- Review lesson activities

**Assessment:**

- Observe and confer with students
- Check students' responses and notebooks

**Materials:**

- Notebooks
- Overhead Projector/LCD
- Harriet Tubman: Conductor on the Underground Railroad



DO NOW – SMALL GROUP ACTIVITY

## Mentor Text

### From “Song of the Trees”

After breakfast when the sun was streaking red across the sky, my brothers and I ambled in the coolness of the forest leading our three cows and their calves down the narrow cow path to the pond. The morning was already muggy, but the trees closed out the heat as their leaves waved restlessly, high above our heads.

“Good morning, Mr. Trees,” I shouted. They answered me with a soft, swooshing sound. “Hear ‘em, Stacey? Hear ‘em singing?”

“Ah, cut that out, Cassie. Them trees ain’t singing. How many times I gotta tell you that that’s just the wind?”



## ANALYZING THE SETTING

**Read and annotate the text for setting, character's mood and feelings, and character's actions or reaction to analyze the setting. Complete the chart below with details from the text.**

**Title:** \_\_\_\_\_

<b>1. Time and Place (Setting)</b>	<b>Evidence/Details from Story</b>
<b>2.Character's Mood and Feelings</b>	<b>Evidence/Details from Story</b>
<b>3. Character's Actions/Reaction</b>	<b>Evidence/Details from Story</b>



## Analyzing the Setting

### MINI LESSON

Setting: Place and time of events in a story

Examples: Freezing snow, deep wilderness, hidden sun, gray sky and rugged terrain, the morning sun.

How does the setting affect a story?

- a. Mood – emotions, feelings  
Ex. lonely, scary, cold
- b. Character's actions  
examples
  - curious and suspicious
  - Sounds are magnified
  - Slow and cautious
  - Dangers
- c. Events or the story plot – pace of the story, dictates the conflict or problem in the story

### APPLICATION

CLASSWORK: HARRIET TUBMAN, CHAPTER 10 – SETTING, MOOD AND CHARACTER ACTIONS

### TEXT-BASED QUESTION (TBQ)

DIRECTIONS: 1. READ PAGES 90-93

2. COMPLETE AN ANALYZING SETTING T-CHART

3. RESPOND TO THE QUESTION BELOW

Describe the setting in these pages and show how it affects the mood and actions of the characters. Provide specific evidence from the story to support your answer.

