

# Facilitation Guide



## Ready, Setting, Go! Arts Integrated Routine for Setting

### EXPERIENCE OVERVIEW

Through charades, students will analyze the setting throughout *Hatchet*, gathering text evidence to support what they see. Students will discuss and portray setting connections to feelings and emotions.

#### Standards

##### COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

##### NATIONAL ARTS STANDARDS

TH:Cr1.1.4.a - Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

TH:Cr1.1.4.c - Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

#### Getting Ready

##### PURPOSE

To help students better understand the influential role of setting in a text. Wit & Wisdom expresses that in these module texts, the setting acts almost as a character itself. When students write their own narratives, they will be better able to engage with the setting and make it a vital part of their own story.

##### SUGGESTED IMPLEMENTATION

- The game version of this activity can be used as a content aligned warm up or brain break whenever needed.
- The setting as a character analysis prompt can be used in any lesson where setting is analyzed and is highly recommended during the planning process of the students' End of Module Task.

##### TECHNIQUE TYPE

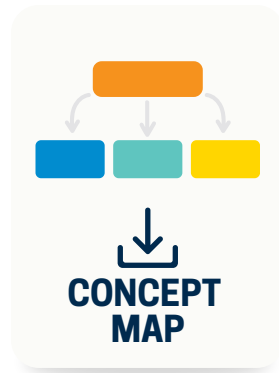
- Charades
- Visualization

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## ARTS INTEGRATION MATERIALS



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## TEACH

### Option A

#### Option A: Ready, Setting, Go! Setting Charades Brain Break

1. Using index cards, have students create two sets of charades cards, A and B. For Set A, have students brainstorm as many different settings as they can think of. Sometimes, the sillier the better. For Set B, have students write various verbs, one per card.
2. Divide the class into teams or call students to the buckets one at a time.
3. The student player selects one card from each set. Then, silently act out the verb in the context of the setting. For example, a student who selects “scorching hot desert with sand storm winds from Set A, and “walking” from Set B, may act this out by walking slowly, pretending to struggle to move in the intense heat.
4. Set a timer for 1 minute. As the student acts, the rest of the class or the students’ team must guess the setting.



### Option B

#### Option B: Setting as Character Analysis Prompts

1. When analyzing the setting of a given text, ask students:
  - How is the setting contributing to what is happening right now in the text? What text evidence of this do you see?
  - If the setting had an emotion right now, how would you describe what it is feeling? What kind of facial expression would it make?

**Extension:** Students can work in small groups to form a tableau depicting how the setting is feeling in a given scene.