

# **3 Mood and Setting**

*Read It, Write It, Tell It Episode: "Annie Oakley"*

## **Lesson Overview**

The purpose of the lessons in this unit is to help Ohio students in grades 3-7 learn the characteristics of the literary text MOOD and SETTING indicators that they must master for their respective Ohio achievement tests. Special care has been taken to dovetail the lessons with the indicators and the types of questions commonly asked on Ohio tests.

## **Ohio Academic Content Indicators**

### **Mood**

- |                               |   |
|-------------------------------|---|
| 2001.EL.S05.G04-07.BG.L05.I07 | Interpret how an author's choice of words appeals to the senses and suggests mood.                          |
| 2001.EL.S05.G04-07.BG.L06.I07 | Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax. |
| 2001.EL.S05.G04-07.BG.G07.I07 | Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.              |

### **Setting**

- |                               |   |
|-------------------------------|---|
| 2001.EL.S05.G04-07.BB.L05.I02 | Identify the influence of setting on the selection.                             |
| 2001.EL.S05.G04-07.BB.L06.I02 | Identify the features of setting and explain their importance in literary text. |
| 2001.EL.S05.G04-07.BB.G07.I07 | Analyze the features of the setting and their importance in a text.             |

## **Ohio Achievement/Proficiency Tests**

### **Mood Question Types**

- What is the mood of the selection?
- Given a list of emotion words, choose the one that suggests the mood of the selection.
- The author used the word(s)/paragraph "xxx." What mood is the author creating?
- The author used the word(s) "xxx." What does/do the word(s) "xxx" suggest about how Character X was feeling in the selection?
- The author used the words " xxx xxx xxx xxx." What feeling does the language in the sentence/phrase primarily express?

### **Setting Question Types**

- From a given list, choose the one that was a setting for the reading selection.
- Where is Character X going during/after a given event from the selection?
- Using a specific detail from the passage, identify the setting element (time, place, location) in which the story takes place. Then explain why the element is important to the story element (plot, theme, mood, etc.)

## **Annie Oakley**

### Episode Overview

This episode is about the famous 19<sup>th</sup> century American woman, Annie Oakley. In the tall tale portion of the episode, Annie saves a woman and her child from a raging fire by driving a team of horses up the side of a building and using her shooting skills.

#### Fact:

- Annie Oakley (1860-1926) was born in Darke County, Ohio. Her parents were Quakers. Her birth father and first step-father both died and her second step-father could not support the family.
- She began shooting at an early age. Quakers do not condone violence but do condone the hunting of animals for food. She sold game to markets, had a great hunting reputation, and was a champion marksperson in western Ohio.
- She defeated marksman Frank Butler in a shooting contest, later married him, and later still became the star of the family while Frank became her agent or manager. Annie and Frank preformed with the Sells Brothers Circus and the William F. Cody's Wild West Show. Annie could perform all of the shooting tricks (and more) mentioned in the episode.
- Sitting Bull was a friend and fellow performer in the Wild West Show, and he may have given her the nickname "Watanya Cicilia," which means "little sure shot."

#### Fiction:

- Annie Oakley's given name was Phoebe Ann Mosey, not Phoebe Anne Oakley Mozee (or Moses).
  - Her family nickname was Annie and she may have adopted the name Oakley from a suburb of Cincinnati where she and her husband once lived. Annie did not spell well and is known to have misspelled her last name.
- Annie's family had no other way of providing food in the wilderness.
  - Ohio was not a wilderness when Annie was a child. She was born in 1860, more than half a century after Ohio was first legally settled. Annie lived at a county shelter for the poor for a while as a child where she learned to sew. Then she lived with an abusive farming family for about two years until she ran away at age 12. She later worked as a seamstress while she lived with another family for a few years, again running away at age 15. In both cases, Annie's destination was home.
- Fred and his family are fictitious characters.

### Episode Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Annie Oakley" may be unfamiliar to some students.

admirers  
agent  
avail

muzzle loader  
Quaker  
relieved

reputation  
royalty

## **Before Viewing**

1. Say: Think about a book or a story that you have read, or heard read to you this year, which you enjoyed. *For students who cannot think of any enjoyable reading selection, be prepared to suggest a story or book with which you know they will be familiar.*
2. Ask: When and where did the story take place? *Share, as desired.*
3. Ask: Which of the following most nearly describes the overall mood of the story: mysterious, happy, exciting, sad, fearful, or calm? *Share, as desired.*
4. Say: Support your choice of mood with evidence from the story. *Answers will vary. Students might give a summary of the story, describe the feelings of the main character, or list detail(s) from the story that support their choices of mood. Share, as desired.*
5. Say: While you watch and listen to the *Read It, Write It, Tell It* episode “Annie Oakley,” think about the setting and the overall mood of the selection. Be prepared to answer questions about the episode.

## **After Viewing**

Pre/Post Questions: If the students cannot easily answer the following questions, you may wish to use the Lessons (Section 4) and/or the Extensions (Section 5) mood and setting.

1. In what time period would you place the life of Annie Oakley? Support your answer with evidence from the episode.  
*Answers will vary. Accept reasonable responses. Many students should know that Annie was a real Ohioan. The real Annie was born in western Ohio in 1860 and died in 1926. Students may respond that Annie lived in the past when there were log cabins and people sold wild game in local markets. She lived in the past before there were cars and people still drove horses and wagons in the middle of New York City.*
2. What influence would it have on the story if Annie Oakley grew up in the middle of New York City rather than in Darke County? Explain your answer.  
*Answers will vary. Accept reasonable responses. Students may respond that it would have been much more difficult or impossible for Annie to have become a sharpshooter because there would have been nowhere for Annie to hunt game or to practice with her father’s rifle. The only open areas within a large city are usually parks where hunting is illegal.*
3. What is the mood of the episode at the beginning?  
*Answers will vary. Accept reasonable responses. Students might choose one of the following moods: sadness over the loss of loved ones, worry over the difficulties of providing for a large family, calm acceptance of what cannot be changed, etc.*
4. What is the mood of the episode while the mother and baby are trapped?  
*Answers will vary. Accept reasonable responses. Students might choose one of the following: fear, suspense, terror, anxiousness, etc. Details from the episode that support these feelings include: The mother screamed, the baby cried, people were yelling for help and there was a fire. The mother is trapped on the top floor of a burning building, the ladder is blocked, and the fire is getting closer.*
5. The storyteller tells us that Annie responded to receiving a key to New York by saying “I’m just being a good neighbor.” What feeling does the language in the phrase primarily express?  
*Answers will vary. Accept reasonable responses. Students might say that Annie was trying to be modest, humble, unassuming, self-effacing, etc.*

## 4 Lesson

### Materials:

- Student Page: “Feelings, Moods, and Emotions II”
- Examples from the students’ everyday life to which mood and emotion is connected. See #4 below for ideas and suggestions.
- Several passages, short stories, or poems with which the students are familiar. The passages can be used to practice identifying and understanding mood and setting. See #6 below for ideas and suggestions.

### Procedure:

1. Provide the students with a definition of mood that they can understand.
  - a. For example: The mood of a story is the feeling(s) you think about or feel when you listen to, watch, or read the story. The author’s choice of setting, objects, details, images, and words all contribute towards creating a specific mood. A vivid description/depiction of the setting can help discern the mood of a story.
  - b. Some students may need a definition for setting.
2. Discuss moods and feelings. Ask students to think about, list, or share the emotions felt by many people on the following occasions:
  - a. The death of a loved family member.
  - b. Winning a championship game in some sport following several losing seasons.
  - c. Waking after a full night of sleep and remembering that the entire day is free to do exactly as one pleases.
  - d. Waking from two hours of sleep and remembering that one must explain the car’s shattered front windshield to ones parents.
3. “Feelings, Moods, and Emotions II.” Distribute the handout “Feelings, Moods, and Emotions II” and have the students complete it. The worksheet has five parts. Directions and Answer Key:
  - a. Part A. After the students have completed Part A, ask them to share their choices. Discuss why different people have different choices. Explain that authors must add more detail to help us know the mood of a story, book, play, or movie.  
*For example: Some students may have pets that react strangely during storms and think that the pet’s behavior is funny. Others may be very frightened by storms while still others may feel that a stormy night is exciting.*
  - b. Part B. After the students have completed Part B, ask them to share their choices.
    1. A child is **terrified** of a huge, **menacing** dog that is chained up next to the sidewalk where the child must walk.
    2. A child is **ecstatic** when s/he learns s/he will be going on a vacation to Disney World in two days.
    3. An adult watching a TV show that his/her children chose to watch is **bored**.
    4. A cat is watching a mouse it wants to eat for dinner. It is waiting for a chance to pounce on the mouse.
    5. A **furious** teenager is walking toward a bedroom after being grounded.
    6. A teen is thinking about what his/her parents will do when they learn that s/he wrecked the family car.
    7. An adult is watching a favorite comedy show and something hilarious happens.
  - c. Part C. Answers will vary. Accept reasonable responses. For example. I knew what emotions they were feeling because of the clues in the sentence and because of my own experiences. If I know exactly how I would feel when I watch my favorite comedy show and how I would feel while I was waiting for my parents to decide what to do after I broke the TV.

- d. Part D. *Answers will vary. Accept reasonable responses. For example:*
    1. A face showing fear
    2. A face showing joy or excitement
    3. A face showing little or no emotion
    4. A face showing concentration or intentness
    5. A face showing anger
    6. A face showing concern, fear, worry, etc.
    7. A face showing happiness or joy
  - e. Part E. *Descriptions will vary. Judge the students response to the prompt on a holistic rating scale such as the following: 4-Excellent or Superior, 3-Good, 2-Adequate, 1-Inadequate, or 0-no gradable response.*
4. Tune in to mood in everyday life. Choose one or more of the following methods and ask the students to share, list, or discuss the inferred, stated or implied moods:
- a. Display a text message followed by different emoticons. The following examples and symbols came from: “Text Messaging Shortcuts:” <http://www.swalk.com/sms1.htm> and “Emoticons:” <http://www.computeruser.com/resources/dictionary/emoticons.html>. *Emoticons are stylized faces. Tilt your head to see the faces. Emotions are created with ☺ and without ☺ “noses”.*

Message	Translation	Alternative Emoticons			
cu2nite >:(	I'll see you tonight – angry.	:-	:-{	>-<	:-@
cu2nite :)	I'll see you tonight – happy.	:-)	:-D	:]	:-]
cu2nite :'(	I'll see you tonight – sad, crying.	:*(			
cu2nite :	I'll see you tonight – indifferent.	:-			
cu2nite O:)	I'll see you tonight – wearing halo, angelic.	O:-)			

- b. Select musical pieces that show distinct moods and play them for the students.
  - c. Select artwork that show distinct moods and show them to the students.
  - d. Select illustrations from children’s books or the Internet that show distinct moods and share them to the students.
  - e. Select short passages from books and read them to the students.
5. Have the students write indirect descriptions of settings in which the location is not stated. The descriptions should be rich in sensory details that help to infer or imply mood. Have students share their descriptions to see if their classmates can identify the setting.
6. Have the students read short descriptive passages to identify words, phrases, or sentences that speak to the mood of the story. See the beginning of this unit for examples of the types of setting and mood questions found on Ohio’s tests. Have the students read the book or selection and identify the setting mood. Choose stories from current classroom texts, books from your local school or public library, or use one or more of the following Internet websites.
- a. Poetry for Upper Elementary Students: <http://falcon.jmu.edu/~ramseyil/poemiddle.htm>
  - b. Kids Space: Short Stories, Internet Public Library: <http://www.ipl.org/div/kidspace/browse/rzn3000/>
  - c. Bibliomania: Short Stories: <http://www.bibliomania.com/0/5/frameset.html>
  - d. Classic Short Stories: <http://www.classicshorts.com/>
  - e. Wikipedia Short Stories (scroll to the bottom of the page): [http://en.wikipedia.org/wiki/Short\\_stories](http://en.wikipedia.org/wiki/Short_stories)
  - f. Fletcher Hill.com: <http://fletcherhill.com/main.html>
  - g. International Children’s Digital Library: <http://www.icdlbooks.org/>
  - h. Mrs. Dowling’s Literature Terms: Mood: <http://www.dowlingcentral.com/MrsD/area/literature/Terms/Mood.html>

## Feeling, Emotions and Mood II

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Feelings or emotion words help to set the mood of a story.

An author writes “It was a fearsome night, dark and stormy with mighty gouts of wind scouring the fields.”

- A. Circle the word for the emotions you might feel during such a storm. Think about why you have the emotions you circled.

happy/pleased

excited/thrilled

annoyed/displeased

mad/angry

mean/cruel

sad/heartbroken

scared/fearful

bored/uninterested

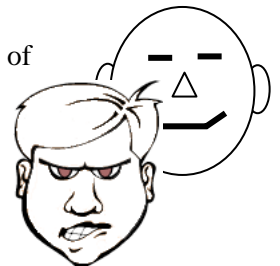
calm/neutral

- B. Circle the words in the seven sentences that are feeling or emotion words. Not every sentence has emotion words.

1. A child is terrified of a huge, menacing dog chained next to the sidewalk where the child must walk.
2. A child is ecstatic when s/he learns s/he will be going on a vacation to Disney World in two days.
3. An adult watching a TV show chosen by his/her children is bored.
4. A cat is watching a mouse it wants to eat for dinner. It is waiting for a chance to pounce.
5. A furious teenager is walking toward a bedroom after being grounded.
6. A teen is thinking about what his/her parents will do when they learn that s/he wrecked the family car.
7. An adult is watching a favorite comedy show and something hilarious happens.

- C. Explain how you usually knew what the person (or animal) was feeling in the sentences that have no emotion words.

- D. A face can show emotion. Draw a picture of the face of the main character from one of the seven sentences. Your drawing does not need to be perfect. Show how the eyes and mouth would look. Add the number of the sentence.



- E. Write several sentences that describe the face that you drew for Part D so well that anyone who reads them can tell what the person was feeling. Do not use any emotion words that were already in the sentence. You may write on the back of this page.

## **5** *Extension Activities*

Create a painting, drawing, or three-dimensional setting that clearly indicates the mood of the story.

### **Writing Activities**

- Post a picture of a group of people, perhaps in a city or town or at a public event such as a baseball game. Have each student write two descriptions of the scene, one happy and the other sad or ominous.
- Describe a familiar place, such as a classroom or a mall, under two different sets of circumstances, such as day and night, summer and winter, or crowded and empty.
- Write a description of a festive holiday scene. Use details that appeal to your reader's five senses. Your reader should be able to visualize a picture of holiday foods, music, colors, etc., that is appropriate to the mood you are trying to create. Next, try writing a description of a dreary or scary holiday scene. Be sure to use appropriate sensory details again. The smells, tastes, sounds, objects, etc., should be very different from those you picked for your "festive" description. Can you create a story that grows out of one or both of these descriptions?
- Think of a natural setting that has affected you. The place may be one you visited on vacation once, one you visit frequently, or perhaps it is even your backyard. How does this place affect your thoughts, feelings, mood, and actions? Write an autobiographical piece describing how this setting interacts with your thoughts and/or the actions of your characters.

### **Mood and Setting • Internet Resources**

**Ohio Resource Center – Reading** [http://www.ohiorc.org/search/search\\_adv.aspx](http://www.ohiorc.org/search/search_adv.aspx)

- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:  
Search for resources that...contain  4540 in the

“Lift Every Voice and Sing,” Grades 5-7

- ORC Lesson# 4540
- How does a poem or a song express feelings and meanings? Using the book *Color Me Dark* and a poem by James Weldon Johnson entitled “Lift Every Voice and Sing,” this lesson explores the use of figurative language and imagery. Students explore the origins of the poem and come to understand how it conveys a sense of hope and unity despite hardship.

“The Tell-Tale Hearts of Writers: Exploring the Lives of Authors through Their Literature,” Grades 7-10

- ORC Lesson# 178
- In this promising practice lesson, students use a piece of literature by and an article about Edgar Allan Poe to investigate the relationship between word choice and the reader's mood and interpretation of a piece of writing. Each student then creates a visual display that examines a favorite writer through biographical information, analysis of quotations about the author and his or her works, and interpretation of a piece of the author's writing.

“A Picture's Worth a Thousand Words: From Image to Detailed Narrative,” Grades 6-8

- ORC Lesson# 2747
- The old cliché “A picture is worth a thousand words” is put to the test in this lesson. Students think critically about their interpretations of the events depicted in an image and then write about their ideas.