

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. The lessons are divided into two sections: Grades 3-4 and Grades 5-7.

Ohio Academic Content Indicators

Mood

2001.EL.S05.GKG-03.BD.L03.I05 Explain how an author's choice of words appeals to the senses.

2001.EL.S05.G04-07.BG.L04.I07 Explain how an author's choice of words appeals to the senses and suggests mood.

Setting

2001.EL.S05.GKG-03.BB.L03.I02 Use concrete details from the text to describe characters and setting.

2001.EL.S05.G04-07.BB.L04.I02 Identify the influence of setting on the selection.

Ohio Achievement/Proficiency Tests

Mood/Figurative Language Question Types

- What was *Character X* feeling at *Time Y*?
- Given a sentence with *Word X* that conveys an emotion, chose a synonym for the word.
- How does *Character X* feel about *Character, Object* or *Event Y*? Write details to support your answer.
- Why did *Character X* feel *Emotion Y*? Write details to support your answer.

Setting Question Types

- Given an example which includes a word or phrase that describes a setting, what does word/phrase "xxxx" mean?
- From a given list, choose the one item that was a setting for the reading selection.
- Where is *Character X* going during/after a given event from the selection?

Annie Oakley

Episode Overview

This episode is about the famous 19th 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 performed 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. Ask: How do you feel when you are in a bad mood?
2. Ask: How do you feel when you are in a good mood?
3. Ask: Did any of you wake up this morning in a bad mood only to have something happened that changed your feelings to a good mood? *If no one can respond to this question, be prepared to mention an incident from your life where a bad mood was changed to a good mood.*
4. Ask: Which of these events put you in a good mood? *(Mention any likely event at school that most children enjoy – recess, free time, gym class, morning exercises, being read to, etc.)*
5. Say: While you watch the *Read It, Write It, Tell It* episode “Annie Oakley” think about the kind of mood each character is feeling. Be prepared to decide what mood the storyteller, J. D. Williamson, is creating with his story.

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) about mood and setting.

1. Name two of the settings from the *Read It, Write It, Tell It* episode “Annie Oakley”.
Answers will vary. Accept reasonable responses. Students might choose the following locations: in and around a log cabin in Darke County, Buffalo Bill’s Wild West Show, New York City
2. How do you think Annie felt at the beginning of the story? Give a detail from the episode that supports your opinion.
Answers will vary. Accept reasonable responses. Students might choose one of the following emotions: sad, scared, worried, etc. Details from the story that might support these feelings are: Her father died. Her mother and eight children were left all alone with no one to help. Her stepfather died. Her second stepfather could not support the family.
3. How do you think the mother on top of the building felt before she and her child were saved? Give a detail from the episode that supports your opinion.
Answers will vary. Accept reasonable responses. Students might choose one of the following emotions: terrified, scared, frightened, 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.
4. What is the mood at the beginning of the story?
The mood the storyteller (J. D. Williamson) projects when he tells about Annie Oakley’s early life is [content needed]
5. What is the mood after the fire was put out?
The mood the storyteller (J. D. Williamson) projects when he tells about Annie Oakley as she receives the key to New York City from the mayor is [content needed]

4 Lesson

Emotions and Mood

Materials:

- Student Page: “Feelings, Emotions, and Mood”

Procedure:

1. Provide the students with a definition of mood that they can understand. An example is at the top of the page “Color, Feelings, and Mood.”
2. Ask the students to share a time when they were happy, when they were confused, and/or when they were grateful. Make sure the children know what the word “emotions” means.
3. “Feelings, Emotions, and Mood.” Give each student a copy of the handout “Feelings, Emotions, and Mood.” Answers:
 - a. Part 1. After the students have completed Part 1, 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 2. After the students have completed Part 2, ask them to share their choices.
 1. A child is **afraid** of a huge, **mean** dog that is chained up next to the sidewalk where the child must walk.
 2. A child is **happy** and **excited** 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. An **angry** child is walking toward a bedroom after being grounded for not coming straight home from school.
 6. A child is thinking about what his/her parents will do when they learn that s/he broke the television.
 7. An adult is watching a favorite comedy show and something very funny happened.
 - c. Part 3. Share as desired. 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 4. Share as desired. 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 5. Share as desired. Students can find lists of words that describe mood at:
- i. “Words to Describe Mood,” <http://s.spachman.tripod.com/SurveyPoetry/moodwords.htm>
 - ii. “Adler and Towne’s (1996) Emotions List,” http://www.roch.edu/course/spch2214/feelings_list.htm
 - iii. “Wikipedia’s Alphabetical List of Emotions,” http://en.wikipedia.org/wiki/List_of_emotions Each emotion is linked to it’s own web page at Wikipedia.
 - iv. Character Moods or Emotions,” <http://www.sff.net/people/julia.west/CALLIHOO/dtbb/emotions.htm>

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.

Mood, Color, and Setting Illustrations

Materials:

- Several examples of book/story illustrations which use color to help readers determine mood. See suggestions for Internet resources in #1 below.
- Reading selections from current classroom texts, your school or local library. The following sites may help you locate local books via the Internet:
 - State Library of Ohio Participating Library’s Map: <http://seoweb.seo.lib.oh.us/Library%20Info/participating%20librarys.htm>
 - “INFOhio’s K-12 School Online Catalogs: MultiLIS and SirsiDynix K-12 Sites:” <http://www.infohio.org/web2/web2.html>
- Student Page: “Color, Feelings, and Mood”
- Crayons, colored pencils, or fine line markers in the following colors: white, gray, black, red, yellow, blue, green, and purple. Use pure colors. For example, for blue use blue, not aquamarine, not blue-green, not cadet blue, not sky blue, not denim blue, not midnight blue, etc., just plain blue.
- Drawing paper for each student. Illustrations could also be created on computers equipped with a drawing tablet or with graphics capable software such as Photoshop Elements, Kidspiration, Inspiration, Kidpix, Microsoft PowerPoint, etc. Share illustrations as desired.
 - Digitally created images can be shared electronically via CDs, DVDs, email, or on Internet websites.
 - Your students may wish to view the slide shows at “Illustrators At Work” for more ideas: http://www.rif.org/art/illustrators_atwork.msp. Flash 6.0 (a free download) is required.

Procedure:

1. Show one or more illustrations that are rich in colors that help imply a mood. Use books from your library or use one the following online sites:
 - a. International Children’s Digital Library: <http://www.icdlbooks.org/>
 - i. Children’s books from around the world. No translations are available but the illustrations of the foreign language books can be enlarged and many of the illustrations are beautiful.
 - ii. Registering is optional – and free.
 - b. Annie Oakley:
 - i. Illustration: <http://www.marynroos.com/html/annie.html>
 - ii. Original Buffalo Bill Wild West Show poster #4: http://www.pbs.org/wgbh/amex/oakley/gallery/g_04.html
 - iii. 1954 Television show now on DVD: <http://www.oldies.com/product-view/4751D.html>
 - c. Caldecott Medal Winners (thumbnail images for each winner): <http://www.embracingthechild.org/caldecott.html>
 - d. “Children’s Book Illustrations”: <http://www.sungallery.org/illustrators3.html>

- e. Magic Pencil – Children’s Book Illustration Today – The British Library
 - i. <http://www.bl.uk/whatson/exhibitions/magicpencil/highlights.html>
 - ii. Click an artist’s name. Then click the illustration to enlarge it.
 - f. “Picturing Childhood”: <http://www.library.ucla.edu/special/childhood/>
2. Investigate mood with color and color words. Duplicate and distribute the page “Colors, Feelings, and Moods.” The worksheet has four (4) sections:
- a. Part A. Some examples of common color words used to replace emotions in sentences are listed. Discuss the examples and ask the children to share others.
 - b. Part B. Make sure that the children color the color squares vividly if they are using crayons. The directions on the page instruct the students to color the squares so that each is the color of the crayon. Remind the students to use basic colors as mentioned in the materials list above.
 - c. Part C. Have the students think about the emotions or feelings each sentence brings to their minds. Ask them to think like story illustrators and select the color(s) that would best stand for the main feeling expressed by the sentence. Have them circle the number for the color(s) – or mark their choice(s) with the actual color each number represents. *Answers will vary. There are no right or wrong answers to this section but when the class compares answers they will probably find that quite a few of them responded with similar color choices for each sentence.* See more information and colors, mood, and emotion at the following sites
 - “Colors of Emotions,” http://everything2.com/index.pl?node_id=703057
 - “Color-emotion associations: Past experience and personal preference,” Downloadable PDF file of a paper by Naz Kaya ad Helen H. Epps: <http://www.fadu.uba.ar/sitios/sicyt/color/aic2004/031-034.pdf>.
 - d. Part D. Each child is to illustrate one of the sentences using the colors s/he thinks helps set the mood of the sentence. The illustration may be drawn or painted. It could also be created on a computer which is equipped with a drawing tablet or one that has graphics producing capabilities such as Photoshop Elements, Kidspiration, Inspiration, Kidpix, Microsoft PowerPoint, etc. Share as desired.
3. Choose stories from current classroom texts, books from your local school or public library, or use one or more of the following Internet websites. Have the students read the book or selection and identify the setting mood.
- 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
 - f. Fletcher Hill.com: <http://fletcherhill.com/main.html>
 - g. International Children’s Digital Library: <http://www.icdlbooks.org/>

Color, Feelings and Mood

Name: _____ Date: _____

The mood of a story is the feeling(s) you think about (or feel) when you listen to, watch, or read the story. Look for words authors have in their stories that have to do with emotions or feelings, the events that happen, and the setting of a story to help you figure out the story's mood. You can even use color!

A. Colors or color words can help to set the mood in a story.

- "He felt blue." In this sentence, blue means that he was feeling sad or unhappy.
- "She saw red," can mean that the person was quite angry.

B. An author writes the words "It was a dark and stormy night" What colors do you think you might see on a dark and stormy night?

- Black skies?
- White flashes of lightening?
- Gray clouds when the lightening flashed?

Find crayons labeled with the same color words listed below. Color each square using the color given in front of it. Make each color strong so that each looks like the color of the crayon you used.

White Red Blue Gray
 Yellow Green Purple Black

C. What colors do you think an artist or illustrator might use to help show the mood for each of the following events? Choose one (or two) of the colors for each sentence.

1. A wizard is casting a spell that will cause deadly, giant flying insects to come to life and attack the hero (or heroine).

White Yellow Red Green Blue Purple Gray Black

2. A child is walking through a forest with his/her parent. They spot the river where they will fish and enjoy some quiet time with nature and with each other.

White Yellow Red Green Blue Purple Gray Black

3. A child is walking through a forest alone when s/he sees a magical fox using a computer.

White Yellow Red Green Blue Purple Gray Black

4. A small, nervous mouse carefully watches a grassy field before it inches out to look for food.

White Yellow Red Green Blue Purple Gray Black

5. A family celebrates their move into a beautiful, new home.

White Yellow Red Green Blue Purple Gray Black

6. A child is walking home from school when his/her grandfather drives up. The grandfather tells the child that they have to go to the hospital right away because the child's mother has been in an accident.

White Yellow Red Green Blue Purple Gray Black

7. A wild horse is standing at the top of a hill as the wind whips by. The horse is young and strong. Soon it will race down the hill enjoying its freedom and power.

White Yellow Red Green Blue Purple Gray Black

D. Choose one of the seven sentences above. Create a setting that uses some or all of the colors you chose for that sentence. Add your name and the number of the sentence you choose.

Feeling, Emotions and Mood

Name: _____ Date: _____

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

An author writes “It was a dark and stormy night.”

1. Circle the word for the emotions you feel during a storm on a dark night. Think about why you have the emotions/feelings you circled.

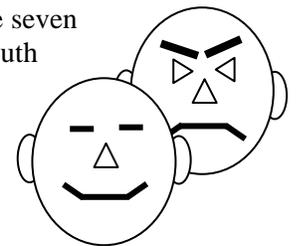
happy	pleased	excited	thrilled	annoyed	displeased
mad	angry	mean	cruel	sad	heartbroken
scared	fearful	bored	uninterested	calm	neutral

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

1. A child is afraid of a huge, mean dog that is chained up next to the sidewalk where the child must walk.
2. A child is happy and excited 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. An angry child is walking toward a bedroom after being grounded for not coming straight home from school.
6. A child is thinking about what his/her parents will do when they learn that s/he broke the television.
7. An adult is watching a favorite comedy show and something very funny happened.

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

4. A face can show emotion. Draw a picture of the face of the main character in one of the seven sentences. Your drawing does not need to be perfect. Show how the eyes, nose, and mouth would look. Write the number of the sentence.



5. Write several sentences that describe the face that you drew for #4 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.

Mood • 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 • Internet Resources

Ohio Resource Center • Reading 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 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.

Ohio Instructional Management System

- <https://ims.ode.state.oh.us>. Use the IMS Quick Search:
- Chose ☉ Lesson Plans, Content Area: English – Reading ▼, Grade Level: as desired ▼, Keyword: type Genre Study. Click Search.

“Visions of Poetry – Grade Four”

- See, feel, hear and experience mood! This lesson offers students an opportunity to internalize the meaning of mood and its expression in a variety of different media.

The Right Mood – Grade Six”

- In this integrated lesson, students compare how the three disciplines of music, art and literature create mood. They use this information to produce a piece of descriptive writing based on a piece of art or music selected to evoke a particular mood. While the concept of mood is introduced to students in the fourth grade, it remains a challenging concept for many. This lesson helps make the concept come alive at the same time it requires students to take a more advanced look at the meaning of mood.

“Setting – Grade Seven”

- The students identify parts of the setting that occur in different types of text and explain the setting’s importance to the text. Eventually they illustrate their comprehension of the literary concept through completion of a project.

Other Online Sources

“Today I Feel ...” Grades K-4

- <http://artsedge.kennedy-center.org/content/2360/>
- In this lesson, students will read and discuss books that talk about feelings. They will tell a story about a time when they had a strong feeling and then something happened to change their mood. Students will experiment with adding facial expressions, gestures, and their voice to express an emotion and will incorporate these skills into their own storytelling experience. This lesson will explore how themes in a book—in this case, feelings—can be explored by embodying a character through storytelling.

“Fiction, Setting the Story,” Part of the Unit: Fiction Writing: Grades 5-8

- <http://artsedge.kennedy-center.org/content/2235/>
- Students will explore how to use the elements of fiction to enhance and develop their writing. Students will learn how authors manipulate time and space, mood, and spatial order in descriptions of settings.

“#664. The Giver,” Literature, Level: middle, Concepts taught: colours and emotions

- <http://www.teachers.net/lessons/posts/664.html>

“Interactive Figure: Facial Expressions of Emotion”

- <http://www.dushkin.com/connectext/psy/ch10/facex.mhtml>

“Fiction, Setting the Story,” Grades 5-8

- <http://artsedge.kennedy-center.org/content/2235/>