

## DAY 4, SETTING

**In this lesson...**you will remind students how good readers focus on the setting—often in terms of either the location in which the story takes place, which may be shown on a map or in an image, or the time period in which the story takes place, which may be shown on a timeline.

To prepare for this lesson, print the following maps and images for each of the book club groups.

*A Letter to Mrs. Roosevelt*

[http://www.worldmapsonline.com/UnivHist/30155\\_6.gif](http://www.worldmapsonline.com/UnivHist/30155_6.gif) or [Bit.ly/SettingALetter](http://bit.ly/SettingALetter)

*Sylvia & Aki*

Picture of Aki (Age 12) from the back of the book *Sylvia and Aki*.  
Excerpt from the book *Japanese Immigrants*, By Scott Ingram (included).

*Out of the Dust*

Map of the Dust Bowl Region and Migration Route (included)

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

### Connect:

*We have been learning...*

...that good readers use comprehension strategies to identify important characters and infer character traits.

## Teach:

*Today I am going to remind you...*

...that good readers pay attention to the setting of the story. Today you will focus on better understanding the setting of your story, which includes both the time and the location in which your story takes place.

Please open up your book club notebooks to page 12 where you listed the important events of Franklin D. Roosevelt's presidency. You will be turning this list of events into a timeline by writing corresponding dates in the margin.

The first date is 1932; this was the year Franklin D. Roosevelt was first elected president.

(Model adding the date 1932 in the margin.)

In 1933 Roosevelt launched the New Deal.

(Modeling adding the date 1933 in the margin.)

The Japanese attacked Pearl Harbor and the U.S. became involved in WWII in 1941.

(Model adding the date 1941 in the margin.)

Roosevelt died in office on April 12, 1945, just four months before the end of WWII.

(Model adding the date 1945 in the margin.)

The books we are currently reading in book clubs all took place during President Roosevelt's presidency.

Discuss: In what year does each story begin?

(Have each student place a star next to the date where his or her story begins: *A Letter to Mrs. Roosevelt*, 1933; *Sylvia & Aki*, 1941; and *Out of the Dust*, 1934.)

## Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting and visualize the setting in your mind. To help you visualize the setting, you will use a printed map or image.

If you are reading *A Letter to Mrs. Roosevelt*, you will be viewing a map showing the percentage of the labor force that was unemployed in the United States during the Great Depression, 1929–1939. As you read, you will make some notes on this handout detailing what life was like for people living in Pennsylvania during this time of high unemployment.

(Hand out the map and instruct students to tape the map into their book club notebooks on page 10.)

If you are reading *Sylvia & Aki*, you will read an outside text about Japanese immigrants and farming in California. You will also view a photograph of Aki, her home in the background. As you reread chapter 2 of *Sylvia & Aki*, you will make some notes on this handout that detail what the farm described in your book is like.

(Hand out the article and image and instruct students to tape the article and image into their book club notebooks on page 10.)

If you are reading *Out of the Dust*, you will be viewing a map showing areas that suffered damage during the dust storms. As you read, you will add some notes to this handout that detail what life was like for people living in the area of severe damage.

(Hand out the map and instruct students to tape the map into their book club notebooks on page 10.)

You will each be reading and completing your setting list independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

***A Letter to Mrs. Roosevelt***—Reread chapter 2 (pp. 6–9).

***Sylvia & Aki***—Read the article, then reread chapter 1 (pp. 3–17).

***Out of the Dust***—Reread pages 3–14, then read pages 15–27.

### **Share-out:**

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today?

### **Link:**

*Today and every day when you read...*

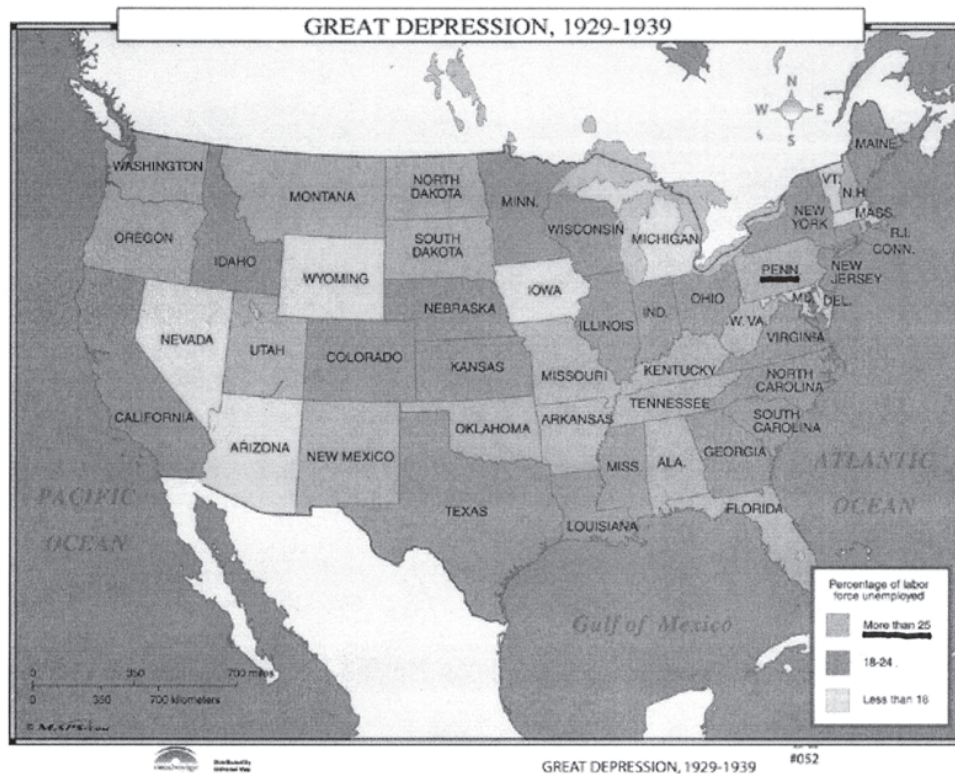
...I want you to think about what you know about important setting clues in order to understand the story better.

## Important Events List

### Franklin D. Roosevelt's Presidency

- |             |   |
|-------------|---|
| 1932 -      | 1. President Franklin D. Roosevelt was first elected in 1932.   |
| 1933 -<br>★ | 2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects. |
|             | 3. Roosevelt aired radio broadcasts that he called Fireside Chats.  |
| 1941 -      | 4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor.  |
|             | 5. The U.S. entered world war II as a result of the bombing of Pearl Harbor.  |
|             | 6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps.   |
| 1945 -      | 7. Roosevelt died in office just four months before the end of WWII.  |

## Setting Clues/Map



- Margo's family isn't poor. They have a house, a radio, and food. p.7
- Margo's neighborhood isn't a wealthy neighborhood. p.8
- It is during the time of the Great Depression when banks are closing and people are losing their jobs, their money, and their houses. p.8



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## Japanese Immigrants

by Scott Ingram

Excerpt from the chapter titled, “Early Immigrants in the United States”

Although many Japanese immigrants found work in city factories and in construction, many others chose to work on farms. Most had grown up as farmers in Japan or Hawaii, and western states, especially California, offered great farming opportunities. Since many of these immigrants had come from a tradition of working on land owned by others, the possibility of owning and farming land of their own was extremely attractive. The fertile valleys of California offered an almost limitless supply of land and work to eager immigrants.

Many Japanese farmworkers soon became landowners themselves. Japanese workers pooled their money to buy farmland. Japanese immigrants were one of the most successful immigrant groups to combine their individual resources for the benefit of all. Using these resources allowed Japanese immigrants to establish farms on more than 50,000 acres in California by 1904. By 1909, that figure had grown to more than 150,000 acres.

Japanese farmers were extremely efficient and resourceful, using traditional farming techniques that had been successful over the course of many centuries. In the semi-desert area of Florin, California, for example, Japanese Americans found sandy soil ideal for growing grapes and strawberries. They planted strawberries between rows of grapevines. Within the first decades of the 20<sup>th</sup> century, Japanese farmers became the leading producers of strawberries and grapes.

Ingram, S. (2005). Japanese immigrants. Retrieved July 5, 2018 from [Bit.ly/SettingSylvia2](http://Bit.ly/SettingSylvia2)



## Setting Clues/Map



California- fertile valleys

- almost limitless supply  
of land and work

1909 - Japanese immigrants had  
established farms on more  
than 150,000 acres in California

Semi-desert, sandy soil

Ideal for growing strawberries & grapes

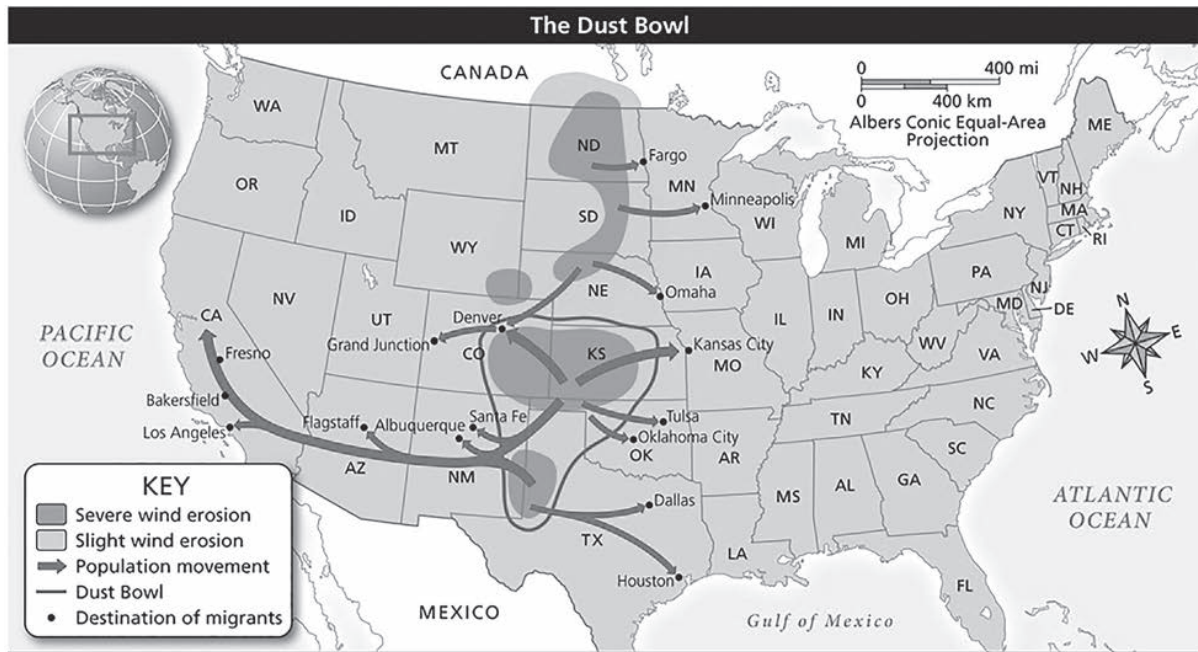
Sylvia's farm - asparagus farm  
main house  
caretakers' house  
large barn  
packing house

## Important Events List

### Franklin D. Roosevelt's Presidency

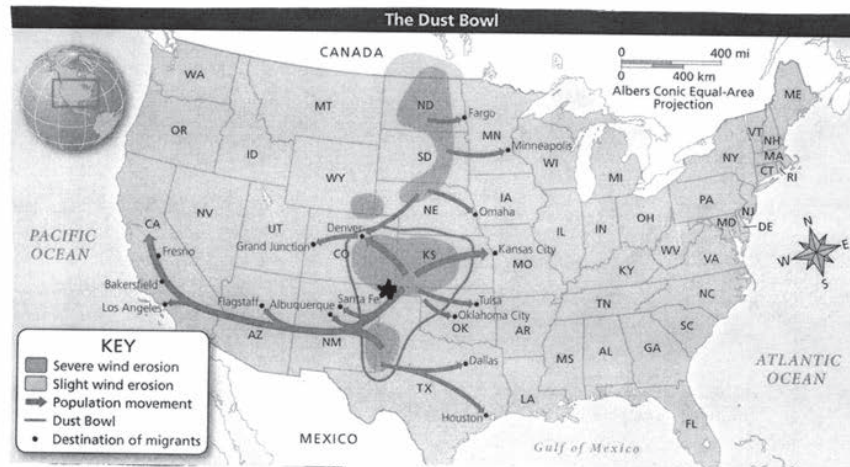
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## Out of the Dust Map



Retrieved July 5, 2018 from <http://apushcanvas.pbworks.com/w/page/51962574/the%20Dust%20Bowl>

## Setting Clues/Map



1934

Wheat farm

Shack in the Panhandle of Oklahoma

Cimarron County

North of Lubbock, Texas

Haven't had a crop in 3 years

During the drought, the wind storms,  
and the dust storms

During President Roosevelt's New Deal