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LESSON 6 **6 Comparing and Contrasting Settings**

THEME: » Memorable Moments

1 Introduction

Every story has a **setting**. The setting is the place where the story happens and the time when it takes place. Many stories contain more than one setting. The author describes the setting to help the reader make a picture in his or her mind of the place and time. The setting may also affect the characters' experiences. For instance, if characters walked through a dark forest, they might feel scared. If they walked into a party, they might feel happy. The setting helps set the **mood**, or feeling about a place. When a story has more than one setting, it is important to compare and contrast the settings to understand the backdrops for the actions and mood of the characters in each setting.

Look at the illustrations.

56 UNIT 1 Key Ideas and Details in Literary Text

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Georgia Standards of Excellence

ELAGSE5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

THEME: Memorable Moments

1 Introduction

Read, or have students read, the instructional text. Work through the example as a class. Students should look closely at the series of illustrations to find the settings and draw inferences in how they affect the mood. Students should make inferences about how the characters feel based on the illustrations and the settings.

1 Introduction Lesson 6

Think about how each setting affects the girls' attitudes. Answer the questions.

How does the setting contribute to the girls' mood in the first illustration?
 They are enjoying the nice warm day.

Why? They can play together outside.

How do the girls feel in the second illustration? They are unhappy.

Why? It is about to rain.

What is the setting in the third illustration? The girls are inside playing a game.

How do the girls feel? They are happy.

Whenever you read a story or a play, pay attention to details about the settings. Comparing and contrasting the settings will help you understand the characters' feelings and actions.

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2 Focused Instruction

Title: A New Home for Gabriella
Genre: Realistic Fiction
Lexile® Measure: 830L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

gigantic, loomed, reluctant

A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity

As a class or in large groups, allow students to share an experience about moving to a new place. What was the same and what was different? For students who have not moved, allow them to ask questions about the places other students have lived.

ELL Support

Discuss adjectives and comparing with adjectives. Have students make a list of adjectives that describe the home they moved from and another list describing their new home. Discuss adding *-er* or *-r* and *-est* or *-st* to adjectives in order to compare. Ask them to write sentences using adjectives to compare their new home and their old home.

2 Focused Instruction Lesson 6

Read the first part of the story. Then answer the questions.

A New Home for Gabriella

1 "I'm sorry, Gabby," said Gabriella's dad. "I know you love Austin and Texas, but when my company offered me a better job in Columbus, Ohio, Mom and I knew we had to go. It's going to be better for all of us. We'll have a nicer house, and you and Luis will make new friends." Dad's expression let Gabby know he felt sorry to tell her about moving, but he expected her to act more grown up. Tears wouldn't change anything.

2 The next morning, Gabby walked slowly around her neighborhood. She entered the sunny park and pushed herself gently in a swing for a while, just thinking about everything she was going to have to leave behind. Then, jumping from the swing with a sigh, she wandered on toward her school building. She circled around it and peeked in the dark window of what would have been her fifth-grade classroom in the fall. Finally, she knocked on Elena's door. They'd been friends since preschool. How could she leave Elena behind? "I'll text you every day," she promised Elena as she left an hour later. "I've got to go home now and finish packing." The friends hugged one last time.

Think About It

How is one setting similar to or different from another? The setting refers to the times and places in which the story takes place.

Underline clues about where the characters are and what time it is.

What places does Gabby visit in the story so far? her neighborhood, the park, her school, Elena's house

In what ways are the park and the school different? The park is sunny and outdoors. The school building is dark and indoors.

The author doesn't say it is summertime. How can you figure out the season? The text says that Gabby looks in the window of what would have been her fifth-grade classroom in the fall.

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2 Focused Instruction Lesson 6

Continue reading the passage. Then answer the question.

3 Several days later, Gabby climbed stiffly out of the back seat of the family car. It had been a 1,200-mile trip, and even though she had been reluctant to leave Austin, she was glad to be out of the car. The new house loomed high above as Gabby stared up to the second floor. It appeared huge compared to their smaller one-floor house in Austin. The trees were tall and skinny, and the grass felt different under Gabby's feet. She pulled her phone from her pocket and began to text Elena. In Columbus... house too big... trees skinny... grass weird. Wish I were in Austin.

4 The house was a disaster zone after the moving van brought in the furniture and what seemed like thousands of boxes. Gabby felt as though she had dropped into a strange world, but she had to admit it was nice to have a large bedroom with a gigantic closet.

5 "Hey, Gabby," Dad called up the stairs. "Luis and I are going to the park down the street to play catch. Take a break from unpacking and come with us."

6 The park was bigger than the one in Austin and had a baseball field, soccer field, and lots of playground equipment. While Dad and Luis practiced pitching and catching, Gabby settled into a swing. She pushed herself higher and higher. As she closed her eyes, she imagined herself back in Austin. When she opened her eyes, she was surprised to see another girl swinging beside her. "What's your name?" the girl asked.

7 "I'm Gabby, and I just moved here from Texas."

8 The girl smiled as she said, "I'm Emma, and I've lived here all my life. If you're going to be in fifth grade, we might be in the same class at school this fall."

A CLOSER LOOK
 Gabby's house in Columbus, Ohio, is new to her and different from the house she left behind. Underline details that describe the setting of Gabby's new home.

Who lives in each city?
 A a park
 B Elena's house
 C a school
 D summertime

Which tells something that was only in the Austin setting?

DISCUSS IT
 With a partner, choose setting details that appear in the first and second parts of the story. Compare and contrast them.


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3 Guided Practice Lesson 6

Read the passage. Then answer the questions.

Black Beauty
by Anna Sewell



A CLOSER LOOK
Black Beauty remembers the place where he grew up. Underline details that describe this setting.

1 The first place that I can well remember was a pleasant meadow with a pond of clear water in it. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside. While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a warm shed near the grove.

2 There were six young colts in the meadow beside me. They were older than I was. I used to run with them, and had great fun. We used to gallop all together round the field as hard as we could go. Sometimes, we had rather rough play, for they would frequently bite and kick as well as gallop.

3 One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said, "I wish you to pay attention to what I am going to say. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born. Your father has a great name in these parts, and your grandfather won the cup at the Newmarket races. Your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play."

4 I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

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3 Guided Practice

Title: Black Beauty

Genre: Fiction

Lexile® Measure: 900L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

gig, hedge, lodging, well-bred

3 Guided Practice Lesson 6

5 Our master was a good, kind man. He gave us good food, good lodging and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate she would neigh with joy, and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little [colt]?" Then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favorites. My mother always took him to town on a market-day in a light gig.

Where did the young colts gallop?

1 The story tells that Black Beauty lived on his mother's milk when he was young because he could not eat grass. This means that the horses

A lived in a field of grass
 B ate food inside the shed
 C ate carrots and bread from the master
 D played in the plowed field.

Why do the horses move from one place to another when the temperature changes?

2 How are the settings of the pond and the shed different?

A The pond has grassy fields. The shed is near town.
 B The pond has shade. The shed is warm.
 C The pond is hot. The shed is warm.
 D The pond is near the grove. The shed is near the master's house.

Look for words that describe Black Beauty's home and the gate.

3 Write a paragraph describing how the setting of the field is right for certain activities while the setting at the gate is right for different activities. Use details from the story in your description.

Black Beauty's home is a "pleasant meadow" with a "pond of clear water." This setting allows the colts to gallop in the field, find shade at the pond, and get warm in the shed. On the other hand, the gate is a setting where horses interact with humans. The master meets Black Beauty and his mother there, brings them treats such as carrots or bread, and gets the mother to carry him to town in a gig. The horses are happy in both settings.

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Writing Activity

Have students write a paragraph describing a favorite place. Tell them to be descriptive and use strong adjectives to give others a mental picture of this place.

4 Independent Practice

Title: Kidnapped

Genre: Historical Fiction/Adventure

Lexile® Measure: 990L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

consorted, firth, forenoon, laird, regiment

4 Independent Practice Lesson 6

Read the passage. Then answer the questions.

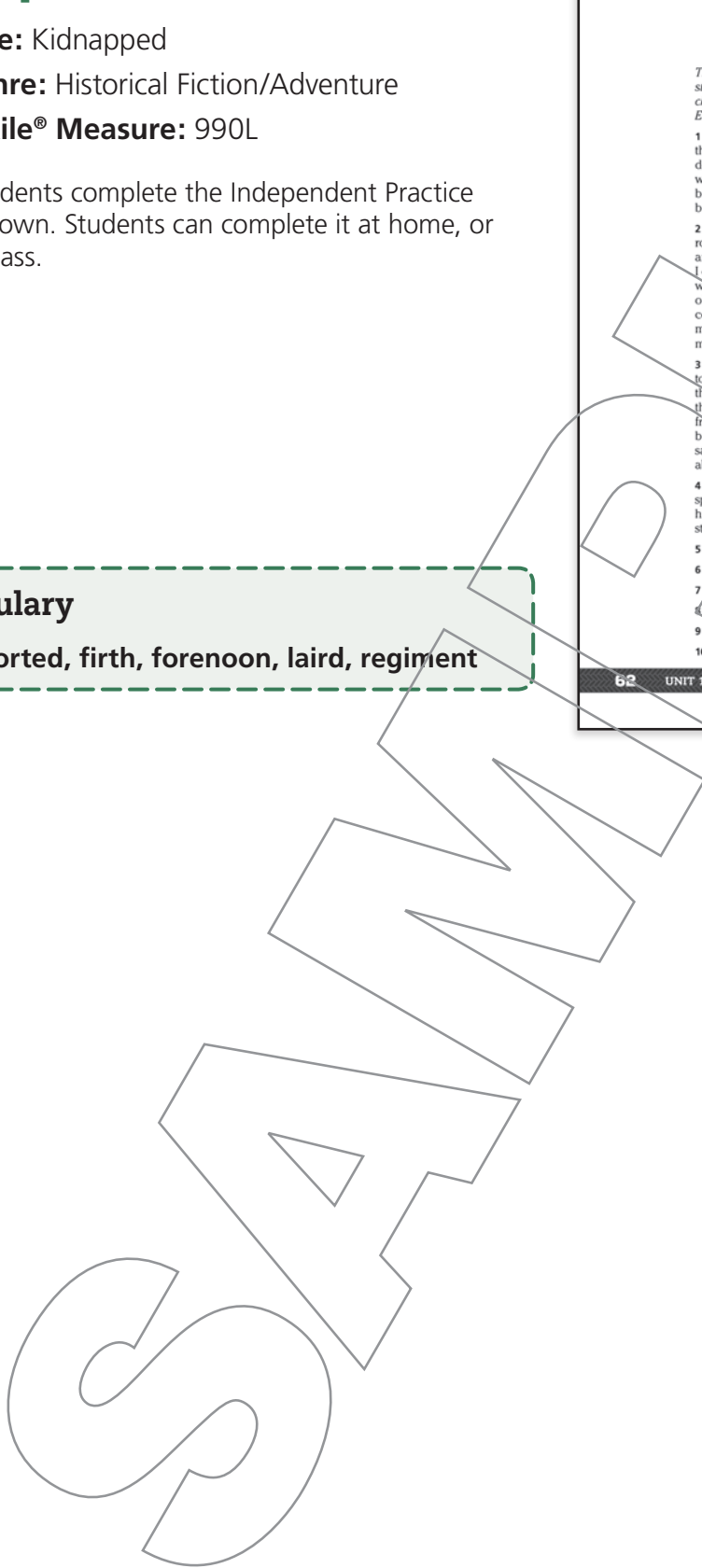
excerpt from Kidnapped
by Robert Louis Stevenson

The following is from the book Kidnapped by Robert Louis Stevenson. The story takes place about 250 years ago in Scotland. In this excerpt, the main character's parents have recently died. Now he is walking to find his Uncle Ebenezer, who lives at the House of Shaws.

- In the forenoon of the second day, coming to the top of a hill, I saw all the country fall away before me down to the sea; and in the midst of this descent, on a long ridge, the city of Edinburgh smoking like a kiln. There was a flag upon the castle, and ships moving or lying anchored in the firth; both of which, for as far away as they were, I could distinguish clearly; and both brought my country heart into my mouth.
- Presently after, I came by a house where a shepherd lived, and got a rough direction for the neighborhood of Cramond; and so, from one to another, worked my way to the westward of the capital by Colinton, till I came out upon the Glasgow road. And there, to my great pleasure and wonder, I beheld a regiment marching to the fife, every foot in time; an old red-faced general on a grey horse at the one end, and at the other the company of Grenadiers, with their Pope's-hats. The pride of life seemed to mount into my brain at the sight of the red coats and the hearing of that merry music.
- A little farther on, and I was told I was in Cramond parish, and began to substitute in my inquiries the name of the house of Shaws. It was a word that seemed to surprise those of whom I sought my way. At first I thought the plainness of my appearance, in my country habit, and that all dusty from the road, consorted ill with the greatness of the place to which I was bound. But after two, or maybe three, had given me the same look and the same answer, I began to take it in my head there was something strange about the Shaws itself.
- The better to set this fear at rest, I changed the form of my inquiries; and spying an honest fellow coming along a lane on the shaft of his cart, I asked him if he had ever heard tell of a house they called the house of Shaws. He stopped his cart and looked at me, like the others.
- "Ay," said he, "What for?"
- "It's a great house?" I asked.
- "Doubtless," says he, "The house is a big, muckle house."
- "Ay," said I, "but the folk that are in it?"
- "Folk?" cried he, "Are ye daft? There's nae folk there—to call folk."
- "What?" said I; "not Mr. Ebenezer?"

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4 Independent Practice Lesson 6

11 "Ou, ay" says the man; "there's the laird, to be sure, if it's him you're wanting. What'll like be your business, mannie?"
 12 "I was led to think that I would get a situation," I said, looking as modest as I could.

1 One thing the settings in paragraph 1 and paragraph 2 of *Kidnapped* have in common is that _____

A the narrator is close to the sea
 B the narrator is near a shepherd's house
 C the narrator is traveling to the house of Shaws
 D the narrator is in the capital by Colinton

ELAGSE5RL3 DOK 1

2 What is unique about the Glasgow road?

A It has soldiers marching.
 B It has ships in the harbor.
 C It has a shepherd.
 D It has a man with a cart.

ELAGSE5RL3 DOK 1

3 The narrator is walking, and the setting changes as he walks. Which part of the setting brings him pleasure?

A the firth, because he sees the ships
 B the city of Edinburgh, because it is smoking like a kiln
 C the Glasgow Road, because he sees soldiers marching
 D the castle, because of the flag

ELAGSE5RL3 DOK 2

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4 Independent Practice Lesson 6

4 Compare and contrast the setting at the beginning of *Kidnapped* with the setting at the end. Tell details from each part of the story to show how and why the setting changes.

At the beginning of the excerpt, the narrator is walking through many settings to find the house of Shaws. He walks through an area by the sea, the city of Edinburgh, and a road with soldiers. As he walks along, he is thinking about "the greatness of the place" where he is going to live. Along the way, he talks to people who begin to change his expectations of the house of Shaws. He says, "I began to take it in my head there was something strange about the Shaws itself." At the end, he is on a simple lane near the house. The grand setting has changed into a lane, and now he doesn't know what to expect.

ELAGSE5RL3 DOK 3

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4 Independent Practice Answer Analysis

- Both paragraphs 1 and 2 tell of the character journeying to the house of Shaws. Choice C is correct. The detail in choice A is only in paragraph 1. The details in choices B and D are found only in paragraph 2.
- Choice A is correct. The narrator sees soldiers marching on this road. He sees the other sights before he comes to the Glasgow road. Choice B is incorrect because he sees the ships in the harbor before reaching the Glasgow road. Choice C also happens before he reaches the road, so it is incorrect. The narrator may still be on the Glasgow road when he meets the man with the cart, but this is not a unique feature. So choice D is incorrect.
- Choice C is correct; on the Glasgow Road, he says, "to my great pleasure and wonder, I beheld a regiment marching . . ." The narrator sees the things in choices A, B, and D when he looks down on Edinburgh. He says that the sight "brought my country heart into my mouth." This seems to indicate that he is nervous or in awe of these sites. So choices A, B, and D are incorrect.
- Answers should include details of the different settings. The narrator moves from a city setting through villages and into a rural setting that does not seem to match the image he had in mind for his final destination.

Media/Research Activity

Using Internet and library resources, have students learn more about Robert Louis Stevenson's life and writings.