

## DO NOW

PLEASE WRITE ABOUT ONE OF YOUR FAVORITE MOVIES AND DESCRIBE IN DETAIL THE SETTING WHERE IT TAKES PLACE OR/AND THE TIME IN WHICH IT TAKES PLACE.

WHAT WOULD YOU SAY THE THEME IS? WRITE IT DOWN?

WHAT WOULD HAPPEN IF IT TOOK PLACE SOMEWHERE ELSE OR DURING A DIFFERENT TIME.

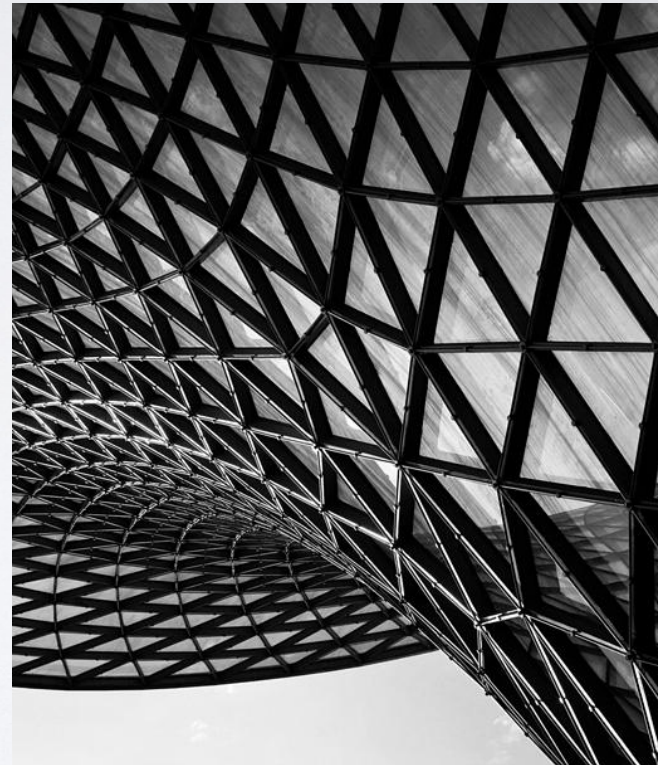


**CLASS STRUCTURE:  
STANDARDS:**

**AP LIT-R 1.1.J EXPLAIN HOW DETAILS OF LANGUAGE, SETTING, PLOT ... COMBINE TO PRODUCE A DOMINANT TONE, EFFECT, OR THEME**

**AP LIT-R 1.2.A EXAMINE, EXPLAIN, AND EVALUATE, ORALLY AND IN WRITING, VARIOUS PERSPECTIVES CONCERNING INDIVIDUAL, COMMUNITY, NATIONAL, AND WORLD ISSUES REFLECTED IN LITERARY AND NONLITERARY TEXTS**

1. DO NOW
  2. SETTING
  3. THE STORM
    1. THEME
    2. SETTING
- 
4. DECIDE TEST OR ESSAY
  5. FREIRE
  6. POWERS COMBINED



# SETTING: SCHOOL

WHAT WOULD HAPPEN IF  
THE CHARLIE AND THE  
CHOCOLATE FACTORY  
WERE AT A SCHOOL AND  
NOT A FACTORY?

WHAT WOULD BE  
DIFFERENT?

HOW WOULD THAT  
CHANGE THE EVENTS OR  
SETTING?

HOW WOULD THAT  
CHANGE THE MEANING?



# SETTING: NO LONGER IN 1970'S BUT IN 2017

WHAT WOULD HAVE TO  
CHANGE ABOUT THE  
STORY?

WOULD KIDS BE MOST  
EXCITED TODAY ABOUT  
CANDY OR ABOUT  
SOMETHING ELSE?

WOULD A CONTEST FOR  
A LIFETIME SUPPLY OF  
CANDY BE WORTH IT TO  
PEOPLE?



# NOTES: SETTING

- Definition: Physical and social context in which the action of a story occurs. The major elements of setting are time, the place, and social environment that frames the characters.
- Purpose: Setting is not just setting. A good setting will impact the characters and events, which should impact theme.

# SETTING: BMU WHAT WAS OUR THEME?

WHAT WOULD HAPPEN IF  
IT DID NOT TAKE PLACE  
ON THE LLANO?

WHAT WOULD HAPPEN IF  
IT WERE NOT IN THE TOWN  
OF LA VIRGIN DE  
GUADALUPE?

WHAT WOULD HAPPEN IF  
IT DID NOT TAKE PLACE IN  
NEW MEXICO?

WHAT IF IT DID NOT TAKE  
PLACE IN THE 1950'S



# WHAT IS THE PURPOSE

# WHAT IS THE THEME

- T: Structures have rules, but one does not need to follow structure to fulfill rules.
- P: Break through groups that mask who we are
- T: One should question how things and why they are that way
- P: We must understand where we come from and challenge the things that are placed against us
- T: Different ways of life
- P: Look at those different ways of life and find a way that works for you
- T: It is possible to reconcile many identities and beliefs and so not necessary to stick to one path
- P: To make readers think critically so that they can decide what they want to consider themselves and how they want to live.
- T: There is more than one way to do something and the outcome is the same but the journey is not
- T: You do not have to conform to one expectation of yourself
- P: Always realize there are more paths offered to you to do things

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# READING: "THE STORM" BY KATE CHOPIN

1. Read it one time through just to see if you can identify the theme
2. Now read it and squiggly line under any section that seems to be about setting
3. The major elements of setting are \_\_, \_\_, and \_\_. Put the letter next to each of your squiggly lined areas.
  1. **P** -Physical - place - location, atmosphere, toe of room, objects in the space, weather
  2. **S** - Social Context - social environment - ideas of the time period, historical aspects, hints at ideology that influence characters
  3. **T** - Time - year, time of day, hour, how long something lasts

# QUESTIONS TO ANSWER

1. Exactly where does Chopin's story take place? How can you tell?
2. What circumstances introduced in part I turn out to have profound effect on events in the story?
3. What details "The Storm" emphasize the fact that Bobinot loves his wife? What details reveal how imperfectly he comprehends her nature? What details emphasize the Calixta's love for her husband?
4. What general attitudes toward sex, love, and marriage does Chopin imply? Cite Evidence to support your answer.
5. What meaning do you find in the title "The Storm"?
6. IN the story as a hwole, how do setting and plot reinforce each other