**Setting Map: Teacher’s Guidelines**

Adapted by Sharon Selby from pages 70-72 Ready-to-Go Genre Book Reports © Susan Ludwig, Scholastic Teaching Resources Time Capsule

This assignment is appropriate for students in grades 7-9, and can be further adapted for older or younger readers. For younger grades, listening to the teacher read the novel aloud and working as a class to trace the characters’ progress on a map of Manitoba works very well. For very young readers, you may consider having a classroom map that includes pictures of the various places the characters visit. For older readers, further discussions of the effect of juxtaposing real with imagined settings, as well as on the relationship between place/space and identity, will allow students to fulfil more sophisticated outcomes and objectives that focus on extended thinking and self-reflection (see associated lesson on themes).

Objective:

* Students will begin by mapping the protagonists’ journey on a map of Manitoba for a “big picture” sense of how this journey evolves. Then, students will choose a particular place/setting from the story and draw a detailed map of it, labeling important places where key events took place (e.g. St. Norbert, downtown Winnipeg, Manitou, Pelican Lake, the Sanatorium, Taranis’ fortress, Morag’s clearing, etc.).

Learning Outcomes:

* **Develop** comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages in order to create a map not only of setting but of events
* **Structure and restructure** ideas and information in personally meaningful visual forms to clarify understanding
* **Extend** current understanding by considering the influence of place (in the real world and in the fantasy) on characters’ identity
* **Broaden** personal perspectives of the world by considering cause and effect relationships between characters and events

Begin by having students plot the main characters’ journey on a map of Manitoba. This may be done individually, in small groups, or as a class.

* Ask students to define the term “setting.” Explain that settings provide important information about where events occur. This information helps the reader to suspend his or her disbelief in order to become immersed in the fantasy. Discuss the different places the characters visit in both the real world and the fantasy world.
* Discuss the particular importance of setting in a fantasy novel. Lead them to the understanding that setting includes both time and place. *The Storyteller’s Daughter* takes place in several locations. How does time function in the story? The events in the novel take place over the course of a week, but the story Skye discovers takes place over generations. What is the effect of this dual timeline?
* You might explain that *The Storyteller’s Daughter* is an example of “intrusion” fantasy (see notes on four types of fantasy), wherein the fantasy world intrudes on the “real” world, bringing with it chaos and/or change NOTE: In intrusion fantasy, once the elements of fantasy retreat or have been dealt with, life returns more or less to normal (at least until the next fantastic episode or occurrence). The character(s), however, are often changed even if the world around them seems not to be. Discuss why this contrast is important (see notes on Joseph Campbell’s “The Hero’s Journey,” specifically on the hero’s return home).
* The setting also creates an atmosphere that sets the mood for the story. Ask students the following questions: Why might atmosphere be especially important in a quest fantasy? What is a typical atmosphere for this genre? Does *The Storyteller’s Daughter* have this type of atmosphere? How does an author create a particular atmosphere?
* Have students look through the novel to find descriptions of setting that create a mood. You might have students work in small groups to share descriptions that they find.
* For this project, students plot the different locations that the characters visit on a map, then choose one place to represent on a much more detailed or “close up” map. They should choose an important place that is described in detail in the book. Encourage students to look for specific descriptions so that they can include as much detail on their map as possible. They can be creative in how they indicate important places—for example, they might create a detailed map of Manitou and use a meaningful symbol to indicate places where a significant event took occurred or discovery was made. Alternatively, a map or floor plan of Taranis’s fortress could also be created. Students may take creative liberties with this assignment.
* Challenge students to make their maps reflect the mood of the story. They might do this through their drawings, colors, writing style, and title.
* Maps can be accompanied by a piece of writing that explains the significance of the locations the student has identified. The map should contain a legend; this writing task is intended to expand the importance of setting in the context of plot and character development. E.g. A student might identify the blacksmith’s forge in Taranis’s fortress; in her writing, the student might explain that this place is important because she gained a new perspective on both Skye and Bertram as characters. Skye rescues Bertram, which shows us her bravery even though she is trying to escape from Randall. We also see that the blacksmith has taken pains to restrain Bertram, which suggests that there is more to Bertram than meets the eye. He represents a potential threat to Taranis’s people. [Etc.]
* Display the maps in your classroom, or allow students to present their work to the class.

Additional resources:

* Powerpoint slides on Joseph Campbell
* Powerpoint slides on the four types of fantasy (including Intrusion fantasy).

Student handout follows.