

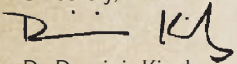
**Dear Educator,**

Help your students build stories by exploring places, cities, and worlds that provide exciting settings with this free program from Wizards of the Coast and the curriculum specialists at Young Minds Inspired.

This supplement to *Storytelling with the Bard*, inspired by *Dungeons & Dragons* (D&D), examines three components of narrative setting — time, place, and environment — to help students develop unique worlds for their own storytelling adventures.

We hope that you will share this program with other teachers at your school. And please let us know your opinion of these learning materials by visiting [ymiclassroom.com/feedback-places](http://ymiclassroom.com/feedback-places). We look forward to hearing from you.

Sincerely,



Dr. Dominic Kinsley  
Editor in Chief  
Young Minds Inspired



Questions? Contact YMI toll-free at 1-800-859-8005 or by email at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).

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# DUNGEONS & DRAGONS

## PLACES, CITIES, AND WORLDS

**TARGET AUDIENCE**

Grades 3-5, 6-8

**PROGRAM COMPONENTS**

- This teacher's guide
- One reproducible student activity sheet for grades 3-8
- One reproducible activity sheet for grades 3-5
- One reproducible activity sheet for grades 6-8
- Sample images of settings from the worlds of D&D

Additional components available at [ymiclassroom.com/places](http://ymiclassroom.com/places):

- *Storytelling with the Bard* teaching kits for grades 3-5 and 6-8
- A standards alignment chart
- A reproducible family letter

**CONCEPTS AND SKILLS**

Story elements Narrative writing Teamwork	Brainstorming Analytical thinking Creativity
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**HOW TO USE THE PROGRAM**

This program is a supplement to the *Storytelling with the Bard* teaching kit and can also be used as a standalone lesson. The activities can be used with or without prior knowledge of D&D. Make photocopies of the activity sheets for students. You will need to display images from the program site ([ymiclassroom.com/places](http://ymiclassroom.com/places)) on your board for Activity 1, or share copies of the images with students.

**ACTIVITY 1: EXPLORING SETTINGS**

Start the activity by sharing this example with the students: *Imagine you are sitting on a quiet beach. The sun is setting, casting a warm golden glow over the sand. You can hear the sound of the waves lapping against the shore and the distant call of seagulls. The air is filled with the salty scent of the ocean, and you can feel the soft, cool breeze on your skin. The sand beneath your feet is warm from the day's sun.*

Ask students: *Can you picture the scene?* The words help us envision the beach, the time of day, and the environment, or what the beach looks, sounds, smells, and feels like. The place, time, and the environment create the setting for a story.

Display examples of settings from D&D found at

[ymiclassroom.com/places](http://ymiclassroom.com/places) on your board. Distribute the activity sheet and review it with students. Instead of creating a picture in their minds based on

a description, students will use their creativity and vocabulary skills to describe the time, place, environment, and other details of one of the pictures to help bring the world to life. Students might complete the activity sheet on their own or in small groups. Answers will vary.

**ACTIVITY 2: SETTINGS: MAPPING IT!**

Ask the students to think of their favorite story or one they recently read. Ask: *Did the main character stay in the same place in the story? Where were they at the beginning of the story? And at the end?*

Explain that settings in stories usually start small and become larger as the main characters journey on their adventure. For example, a story may begin at someone's house in a small village but then expand to a journey across the countryside, to a large city in a kingdom or a realm. Settings may be real or fantasy-based, from fairy lands to strange planets — which means settings can be as wondrous as the imagination allows!

Select and distribute the activity sheet for your grade level along with blank paper for students to use to draw maps.

Display the D&D settings from Activity 1 for students to use as their settings. Go over the instructions together. Once done, have the students share their maps and keys with the class.

**THE BARD'S CHALLENGE!**

Arrange students' maps on a bulletin board as a display about settings or combine them to create a multiverse. (Maps related to the same D&D image can be grouped together to create an individual universe within the multiverse.) Then, use the settings or multiverse as a jumping-off point for narrative writing. Students can work in teams to create stories using characters and problems they developed with the *Storytelling with the Bard* program, or they can write stories based on the maps alone. Their imaginations are their guides!

**RESOURCES**

- [dnd.wizards.com/resources/educators](http://dnd.wizards.com/resources/educators)
- [ymiclassroom.com/places](http://ymiclassroom.com/places)
- [ymiclassroom.com/bard](http://ymiclassroom.com/bard)

**There's More Online!**

Visit [ymiclassroom.com/dd](http://ymiclassroom.com/dd)

for additional free ELA lessons inspired by *Dungeons & Dragons*, along with webinars for educators, and other free D&D resources.



# EXPLORING SETTINGS

The *setting* is the time, place, and environment where a story occurs, and the action happens. It is an important part of the story and can affect the characters and plot. A setting might be a real or imaginary place. The time can be the past, present, or future. The options are limitless!

**PART 1:** Look at the images of settings from Dungeons & Dragons (D&D) that your teacher presents. Choose one and review it carefully. Then, in the chart below, list words that describe the time, place, environment, and other details that you observe. Use the questions in each column to help you brainstorm.

Time	Place	Environment
Think about these questions: <ul style="list-style-type: none"> <li>• What time of day is it?</li> <li>• What season is it?</li> <li>• Is it a specific moment of time?</li> <li>• How might the time affect things?</li> </ul>	Think about these questions: <ul style="list-style-type: none"> <li>• Where are you?</li> <li>• Is it inside or outside?</li> <li>• Is it a familiar or new place?</li> <li>• Is it a real or imaginary place?</li> </ul>	Think about these questions: <ul style="list-style-type: none"> <li>• What does the environment look like?</li> <li>• Is it bright or dimly lit?</li> <li>• Are there any significant objects or landmarks?</li> <li>• Is it busy and crowded or quiet and deserted?</li> <li>• What is the weather like?</li> </ul>
Descriptive Words		

**PART 2:** Using the words above, write a paragraph on the back of this sheet that describes the setting. Include vivid details to help someone who has not seen the picture be able to visualize the place clearly.



# SETTINGS: MAPPING IT!



**PART 1:** Imagine you are a Dungeons & Dragons character, and you are about to embark on the adventure of a lifetime! To get started, you need to learn the lay of the land. First task – map the setting for your story.

To start, imagine yourself walking through the setting you described in Activity 1. Visualize your path through the scene. Then, on a separate sheet of paper, draw a top-down map of your path:

- Show the buildings as you walk by them.
- Add in the other sites you can see from a distance in the scene, or branch off from your path to visualize those sites more closely.
- Now use your map to imagine what lies beyond the borders of your setting picture. *What do you see when you step outside the scene? Mountains? Rivers? Strange animals? More buildings? Maybe another settlement far away?*

Add what you imagine to your map. And remember: it's your setting, so have fun!

**PART 2:** Once you complete your map, use the list below to describe your setting. Include both what you have mapped in the picture and what you have imagined outside the scene.

## MAP KEY

**D&D setting/image used:** \_\_\_\_\_

**Name of setting:** \_\_\_\_\_

**Type of setting** (for example, city, lake, mountain, space, etc.): \_\_\_\_\_

**Description** (How does being inside the setting differ from observing it from the outside?):

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ACTIVITY 2

# SETTINGS: MAPPING IT!



**PART 1:** Imagine you are a Dungeons & Dragons character, and you are about to embark on the adventure of a lifetime! To get started, you need to learn the lay of the land. First task – create a map of your location or setting for your story.

Look closely at the D&D setting you described in Activity 1. Imagine where this location would be situated and what lies beyond one section of the scene. For example, what more can you see from the “Sailor” lighthouse? What lies ahead for the “Hermit” goats? What’s on the other side of the foreground in the “Farmer” house? What’s on the other side of the “Charlatan” tent?

On a separate sheet of paper, design a top-down map that features the elements in this larger setting. Use your imagination, the clues in the setting featured in Activity 1, and these tips to draw your map – it’s your setting, so have fun!

1. Outline the border of your larger setting. It can be any shape. The borders might be water, land masses, space, or anything else you like.
2. Sketch the image from Activity 1 on the map.
3. Add details to the map to create your own expanded setting. For example, if the D&D setting features a lake, your map might show the area around the lake, including a small fishing hut that you imagine. Items to consider adding include:
  - Land types like a forest, water, mountains, hills, etc.
  - Roads and paths
  - Other buildings and structures

**PART 2:** Once your drawing is complete, create a map key. Use the categories below as a starting point and then add your own details. Use symbols and words. When finished, cut out the key and attach it to your map.

## MAP KEY

**Location Name and Description:** \_\_\_\_\_

\_\_\_\_\_

**Landmarks or Points of Interest:** \_\_\_\_\_

\_\_\_\_\_

**Environmental Features** (land type, weather, vegetation, etc.): \_\_\_\_\_

\_\_\_\_\_

**Population or Inhabitants:** \_\_\_\_\_

\_\_\_\_\_

**Legend for Symbols Used:** \_\_\_\_\_

\_\_\_\_\_

