



Conflict and Choice in Tangerine

Character Development



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Grade Level	7th Grade	Time Frame	4- class period(s)
Subject	English/Language Arts	Duration	200 minutes

Essential Question

How do a character's choices affect the development of that character?

Summary

This lesson serves as an introduction to the novel "Tangerine" by Edward Bloor. The lesson addresses the theme of persistence in the novel by making predictions about what struggles the main character will come across and continually addressing these predictions while reading the book. The lesson's writing assessments will show how well students are able to analyze character conflict and the perspective of characters, especially if they are different from their own.

Snapshot

Engage

Students view a clip from Star Wars to introduce discussion of conflict between family members.

Explore

Students are introduced to the novel *Tangerine* via a virtual field trip to Tangerine, Florida.

Explain

Students share what they learned about Tangerine, Florida. They then read and annotate an introduction to the novel.

Extend

Students respond to a novel prediction handout.

Evaluate

Students read and evaluate each other's prediction responses, and use the predictions for an anchor chart.

Attachments

- [Introduction to Tangerine—Conflict and Choice in Tangerine.docx](#)
- [Introduction to Tangerine—Conflict and Choice in Tangerine.pdf](#)
- [Lesson Slides—Conflict and Choice in Tangerine.pptx](#)
- [Prediction Handouts—Conflict and Choice in Tangerine.docx](#)
- [Prediction Handouts—Conflict and Choice in Tangerine.pdf](#)
- [Virtual Field Trips—Conflict and Choice in Tangerine.docx](#)
- [Virtual Field Trips—Conflict and Choice in Tangerine.pdf](#)

Materials

- *Tangerine* by Edward Bloor
- Virtual Field Trip (attached; one per student)
- Introduction to *Tangerine* (attached; one per student)
- Prediction Handout (attached; one per student)
- Anchor Chart paper (poster paper, butcher paper, or similar)
- Markers
- Sticky notes (optional; one per student)

Engage

To begin, display **slide 3**. Invite students to engage in the [I Notice, I Wonder](#) strategy while watching the next clip. What observations can they make about the characters' choices? What questions do they have? Show the clip, "[Star Wars 'I Am Your Father' Scene](#)" on **slide 4**.

Embedded video

<https://www.youtube.com/watch?v=Lbjru5CQIW4>

After briefly discussing the clip, display **slide 5**. Pose the following questions as a writing prompt:

- Has one of your family members ever done something bad or something you thought was wrong?
- How did it make you feel? How did you react?
- How did other members of your family react?
- Did they tell them they were wrong or did they try to help?

Have students individually reflect on this prompt by writing in their notebooks for five minutes. This prompt will introduce students to thinking about the theme of family conflict and the choices that particular characters make and the consequences of those choices.

After hearing responses from a few volunteers, display the Essential Question for this lesson on **slide 6**:
"How do a character's choices affect the development of that character?"

Explore

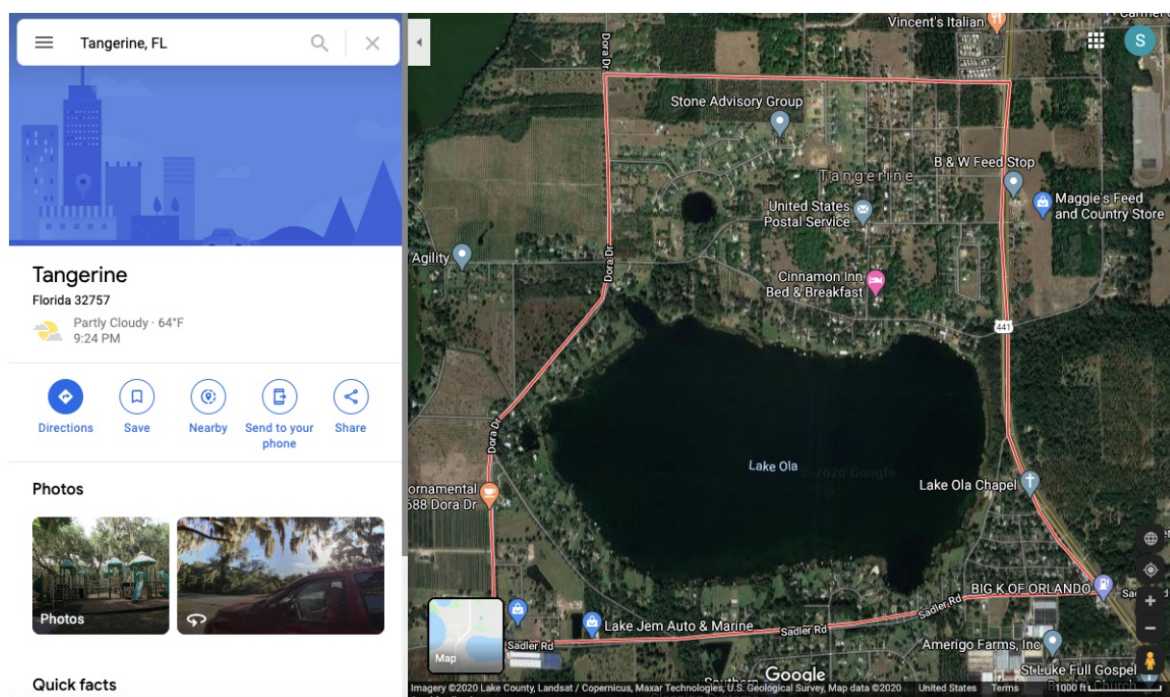
Tell students that they will soon begin reading *Tangerine* by Edward Bloor.

Begin by previewing with students that some of the characters in the family of the main character, Paul, do bad things throughout the book. These things can (and do) cause conflict. Because of this, a focus of this lesson is character development. Display **slide 7** and ask the following questions:

- What does it mean when a character develops in a story? Use student answers here to gauge their prior knowledge.
- Do characters always develop in a story?
- What can affect character development?

After these questions have either been discussed out loud and/or used as a writing prompt, segue into how moving to a new place would affect character development. This will help frame the next activity for students: taking a virtual field trip to where the story in *Tangerine* takes place.

Display **slide 8**. Using laptops or tablets, direct students to Google Maps and have them type in Tangerine, Florida. The output should be similar to the image below:



Tangerine, FL

On the Virtual Field Trip Handout attachment, students should follow the directions on the handout and answer the following questions as a class.

- What shape is the town of Tangerine?
- What landmark features do you notice? What makes up the majority of the land?

Have students compare this to their experience. They may not have been to a lake as large as Lake Ola, but they might connect it to going to the beach.

Direct students to zoom in and pick a street, move to the street view, and virtually “walk” down the street. They should answer the remaining questions on the handout individually.

After students complete the handout, have them turn to a partner and discuss their findings for questions 1-5. Direct them to take notice of similarities and differences in their partner's answers to their own.

Explain

In a whole class discussion, display **slide 9**. Ask the questions on the slide:

What did you find out about the city of Tangerine?

How would you feel if you had to move there?

Briefly explain character markers and how authors are often subtle with showing who the characters are. Explain that this is why we use textual evidence to support the conclusions we come to about characters. Brainstorm some things that might serve as a character marker (for instance, things that characters say or do, how other characters feel about them, or when they appear in the story).

Next, display **slide 10**. Have students read and annotate the attached Schmoop's [Introduction to Tangerine](#). Students should specifically annotate information that gives clues to the character development in the story.

Extend

Display **slide 11**. Pass out a copy of the attached **Prediction Handout** to each student. Invite students to respond to the following writing prompt:

What do you predict the main problem in the novel *Tangerine* will be? What makes you think this? Refer to the introduction we read for support.

Students should work individually to draft a one to two paragraph response on the handout.

Evaluate

After students have written their prediction responses, consider having students read and evaluate each other's responses. Have each student swap handouts with a partner. Each student should read their partner's prediction and answer the questions on the back of the Prediction Handout:

1. Was your partner able to justify their prediction with any evidence from the introduction we read?
2. Do you agree with your partner's prediction? Or was there evidence that the conflict in the story might be something else? Explain.
3. On a scale from 1 to 10, how interested are you in reading *Tangerine*?

As a class, begin to compile predictions. Display **slide 12**. Post predictions in the classroom on an [Anchor Chart](#) to refer to throughout reading the novel. Use a large sheet of butcher paper or poster-size Post-It for the Anchor Chart. Students can either write on the paper directly or use sticky notes for their answers.

Resources

- Bloor, Edward. *Tangerine*. San Diego, CA: Harcourt Brace, 1997.
- K20 Center. (n.d.). Anchor charts. Strategies. <https://learn.k20center.ou.edu/strategy/58>
- K20 Center. (n.d.). I notice, I wonder. Strategies. <https://learn.k20center.ou.edu/strategy/180>
- Shmoop Editorial Team. (2008 November). *Tangerine* Introduction. Shmoop. www.shmoop.com/study-guides/literature/tangerine-bloor.
- TheTrueVoiceOfRock. (2013, April, 11). Star Wars "I am your father" Scene Full - UNEDITED 2000 vhs [Video]. YouTube. <https://www.youtube.com/watch?v=Lbjru5CQIW4>