

Conflict and Choice in Tangerine

Character Development

Susan Mudrick, Jane Baber
Published by *Nanakuli Wai'anae Complex Area, Hawaii*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

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.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR403: Draw simple logical conclusions in more challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 7)

7.3.R.3: Analyze literary elements to support an interpretation of a text:
- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict (i.e., internal, external)
- point of view (i.e., third person limited and omniscient and second person)

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
- Trip to Florida—Conflict and Choice in Tangerine.docx
- Trip to Florida—Conflict and Choice in Tangerine.pdf

Materials

- Lesson slides (attached)
- Trip to Florida handout (attached; one per student)
- Introduction to *Tangerine (*attached; one per student)
- Prediction Handout (attached; one per student)
- Notebook paper or notebooks (one per student)
- Laptop or tablet (one per student)
- Highlighters (one per student)
- Chart paper (poster paper, butcher paper, or similar)
- Markers
- *Tangerine* by Edward Bloor (optional)
- 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 Full" 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 writing prompts:

- 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?

These prompts should prime students to begin thinking about the theme of family conflict, the choices that particular characters make, and the consequences of those choices. Have students individually reflect on these prompts by writing in their notebooks for five minutes. Start the five-minute timer on the slide and have students begin writing.

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?" and the learning objectives on **slide 7**.

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 8** and ask the following questions:

- What does it mean when a character develops in a story?
- Do characters always develop in a story?
- What can affect character development?

Use student answers here to gauge their prior knowledge.

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 9**. Have students use their laptops or tablets, and direct them to Google Maps. Have them find Tangerine, Florida in the search bar. Pass out a copy of the attached **Trip to Florida** handout to each student. Once students have the map pulled up, 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 own experiences. They may not have been to a lake as large as Lake Ola, but they might connect it to going to the beach.

Then have students work independently to answer the rest of the questions on the handout. 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 10**. 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 11.**

Pass out a copy of the attached **Introduction to Tangerine** handout to each student along with a highlighter. Have students read and annotate the handout. If needed, you can also have students access the page online: Shmoop's Introduction to Tangerine. Students should specifically annotate information that gives clues to the character development in the story.

Extend

Display **slide 12**. Pass out a copy of the attached **Prediction Handout** to each student. Invite students to respond to the following questions:

- 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, display **slide 13** and have students read and evaluate each other's responses. Have each student swap handouts with a partner. Each student should read their partner's prediction, flip the handout over, add their own name in the partner spot, and answer the following questions:

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 14**. Use a large sheet of butcher paper or chart paper to create a class Anchor Chart. Students can write their answers and predictions either on the paper directly or on sticky notes, which they can then stick onto the Anchor Chart.

End the lesson by having students read *Tangerine* by Edward Bloor. Students should reference the class Anchor Chart throughout the novel to consider their predictions and compare how the story turns out.

Optional: Structured Reading Suggestions

You might have students read individually, in groups, or as a class. Helpful strategies include introducing students to the Sociograms strategy if reading and taking notes individually, the Three Sticky Notes or Say Something! strategy if discussing in pairs or by chapter, the Why-Lighting strategy to promote close reading and annotating, or the Spend a Buck strategy if reading or discussing as a class. You may also find the Instructional Strategies for Comprehension collection helpful.

Resources

- Bloor, E. (1997). *Tangerine*. Harcourt Children's Books.
- Google. (n.d.). Google maps. https://www.google.com/maps
- 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
- K20 Center. (n.d.). Instructional strategies for comprehension. Collection. https://learn.k20center.ou.edu/collection/2837
- K20 Center. (n.d.). Say something! Strategies. https://learn.k20center.ou.edu/strategy/778
- K20 Center. (n.d.). Sociograms. Strategies. https://learn.k20center.ou.edu/strategy/134
- K20 Center. (n.d.). Spend a buck. Strategies. https://learn.k20center.ou.edu/strategy/154
- K20 Center. (n.d.). Three sticky notes. Strategies. https://learn.k20center.ou.edu/strategy/153
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- K20 Center. (2021, September 21). *K20 Center 5 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=EVS_yYQoLJg
- Shmoop Editorial Team. (2008, November 11). *Tangerine Introduction | Shmoop*. https://www.shmoop.com/study-guides/tangerine-bloor/
- YouTube. (n.d.-c). *Star Wars "I am your father" Scene Full - UNEDITED 2000 vhs*. YouTube. https://www.youtube.com/watch?v=Lbjru5CQlW4