

Online Draft - Setting: Where It's At

Setting and Conflict

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Essential Question

What is the nature of conflict? How can the setting of a story affect conflict?

Summary

In this lesson, students will experiment with changing the setting in well-known fairy tales and will examine how the conflict would shift in the new setting. Students will explore the Prologue in Romeo and Juliet and analyze how the setting affects the conflict. Finally, students will rewrite their version of the Prologue with a twist. This lesson is multi-modal, which means it's intended to show the face to face, online, and blended versions of the lesson. The online modality lesson provides teachers with online learning resources that may be distributed to students using a Learning Management System (LMS), such as Canvas or eKadence. The lesson below is available for download as a Canvas Cartridge which may be imported into Canvas. The Canvas cartridge includes interactive student activities and teachers notes.

Snapshot

Engage Students will analyze how changing the setting in a fairy tale might affect the conflict and characters.

Explore Students will watch a video of a reading of the Prologue from Romeo and Juliet and will complete a close reading activity of the prologue using text annotation.

Explain Students will watch a video about the importance of setting in a story. They will then analyze how the conflict and characters in Romeo and Juliet might have changed if the setting changed.

Extend Students will revise the prologue from Romeo and Juliet by using another rivalry. They will change the characters, setting, and conflict.

Evaluate Students will reflect on what they have learned about how setting affects different elements of a story.

Attachments

- Setting Where It's At Discussion Post Rubric.docx
- Setting Where It's At Fairy Tale Scenarios.docx
- Setting Where It's At Flipgrid Presentation Rubric.docx
- Setting Where It's At I Used to Think But Now I Know.docx
- Setting Where It's At PPT.pptx
- Setting Where It's At Romeo and Julie Prologue.docx
- Setting Where It's At Talk Moves.docx

Materials

- I Used to Think, But Now I Know Template
- Copy of Prologue
- Paper
- Pencil
- Highlighter
- Flipgrid Presentation Rubric

30 minutes

Engage

In this activity, students will engage in a discussion about how setting affects a story. Students have been given a series of prompts and asked to share their responses in an online discussion

Tech Integration: Online Discussion

Create a discussion post that allows students to post and reply to one another. This discussion may be facilitated in an LMS, such as Canvas or eKadence, or create a Question in Google Classroom. Web applications, such as Padlet, and Flipgrid.

Begin by providing students with an overview of the lesson:

Overview

We all grew up hearing different fairy tales. Every good story has some kind of conflict. Little Red Riding Hood, Goldilocks and the Three Bears, Hansel and Gretel, and so on. In this activity, you will think about some familiar fairy tales, but the setting will be different from the original story. Your job is to consider how the conflict and/or characters of the story may change.

Create a discussion post and provide student with the following prompts, scenarios and procedures:

Procedure

1. Choose one of the given scenarios. Your job is to consider how the conflict and/or characters of the story may change. For example, if the three bears lived in a big city, they would probably lock their doors. How does this affect the conflict in the story? How does that affect Goldilocks? You might say Goldilocks couldn't just walk in their house. She would have to break in, which would make her a criminal, escalating the conflict.

Scenarios:

- Little Red Riding Hood - Large, urban city, modern day. Consider how Little Red Riding Hood would react to strangers she encountered on her travels to her grandmother's house. Would she be more aware of her surroundings?
- Jack and the Beanstalk - a scientific laboratory in the year 2200. Consider how Jack got his hands on the magic beans. Were they created in a lab? Did they contain deadly DNA?
- Snow White - Zombie apocalypse after a deadly virus ravaged the land. Consider where Snow White might live at this time and who her enemy might be. Does she meet up with the Seven Dwarves in this setting?
- Sleeping Beauty - in a vampire's castle, modern day. Consider how Sleeping Beauty ended up in a vampire's castle. Is she now a vampire? Does she really sleep all day and night?

2. Post your thoughts about the change in conflict and/or characters on the discussion board. Be sure to reference which scenario you chose. Click the link below for some useful sentence starters to help you with your post and comments:
    - Discussion Sentence Starters
3. Make one or two original, constructive comments on your classmates' posts. Remember, "This is cool" or "Awesome!" are not good examples of constructive comments. Think about what you like about the post or maybe what you didn't think about until you saw their post. You could start off your comment with something like "I really like how you ..." or "I agree with what you said about (blank) because ..."

Teacher's Note: Online Discussion

For information about facilitating an effective online discussion, visit the link below:

Best practices for facilitating an online discussions

45 minutes

Explore

In this activity students will explore the prologue from Romeo and Juliet. Students will watch a video of the prologue and then read the prologue. After the initial reading, students will use Annotating Text learning strategy as they re-read the prologue.

First, provide the video presentation of the prologue from Romeo and Juliet to students and instruct them to think about the setting of the play.

Next, share the **Romeo and Juliet Prologue** document, located in the attachments, and ask students to annotate the prologue using the following annotation rules:

- **Highlight in green**: Unknown words
- **Highlight in pink**: Words that give you a clue to the setting of the story
- **Highlight in yellow**: Emotionally charged words
- **Underline**: Repeated words or phrases

In the margins (as comments): Connections you make with the text or any questions you have about the text

Tech Integration: Annotation

Consider having students use Google Docs or Microsoft Word to annotate the prologue document. There are also web applications, such as DocHub and Actively Learn that allow teachers to share documents to be annotated.

Once students have completed annotating the prologue they will use the 3-2-1 Strategy and share their responses with the class. Select an application, such as Padlet, or Questions in Google Classroom to create the discussion. To facilitate this activity, using a Padlet board, make a Padlet and include the following prompts:

Recommended Padlet Title, Description and Settings for this activity:

- Format: Shelf - create three columns for student responses
  - Column 1: What are three words that gave you insight into the setting of the story?
  - Column 2: What are two inferences you could make about the plot?
  - Column 3: What is one prediction you have about the story?
- Title: 3-2-1 Strategy
- Description:
  - If the attribution options is not enabled in the Padlet settings, instruct students to:
    - Enter your name as the title of your post.
- Settings: Enable comments in the Padlet settings. This will allow students to comment on posts made by their peers.

Tech Integration: Padlet

To create and share a Padlet, view the Padlet tutorials.

*Note the recommended posting settings

After the Padlet has been created, embed the board into the LMS, or share digitally with the students. Provide students with an overview and procedures for the activity:

Student Overview

You will explore the Prologue from Romeo and Juliet. In a prologue, we are usually given background information about the text we are about to read, but in Romeo and Juliet, we are also given the ultimate outcome of the play.

After viewing the video presentation, you will complete a close reading of the Prologue. You will look for unfamiliar words, clues to the setting, and emotionally charged words. You will then share your thoughts using the 3-2-1 Strategy.

Procedure

1. View the video presentation of the prologue from Romeo and Juliet. Think about the setting in which the play takes place.
2. Open the Romeo and Juliet Prologue file in Google Docs. You will use the annotation tools in Google Docs to complete this activity.
3. Read through the Prologue once without marking anything.
4. Use the key below to begin marking the text as you read through the Prologue a second time.

- **Highlight in green**: Unknown words
- **Highlight in pink**: Words that give you a clue to the setting of the story
- **Highlight in yellow**: Emotionally charged words
- **Underline**: Repeated words or phrases
- **In the margins (as comments)**: Connections you make with the text or any questions you have about the text

5. When you have finished annotating the prologue, use the 3-2-1 Strategy to share your thoughts on it. You will answer these three prompts:

3-2-1 Prompts:

- What are three words that
  gave you insight into the setting of the story?
- What are two inferences you could make about the plot?
- What is one prediction you have about the story?

6. Post your answers to the prompts on the shared Padlet board.
7. Once you have posted your responses on the Padlet board, submit your annotated text file.

After you have finished annotating the Google doc, upload the completed document as a file or share a URL to the file

Tech Integration: Share Padlet

Share the Padlet with students to facilitate the 3-2-1 Learning Strategy. To learn how to share a Padlet in a LMS or virtual classroom, see the following tutorials:

Share a Padlet

Teacher's Note

The instructions provided ask students to submit a file or share a link to the document that they were instructed to annotate. If you are using an LMS or virtual classroom, be sure to provide an option to for students to submit their work.

30 minutes

Explain

In this activity, students will view a video about the setting of a story and how it relates to other story elements. Students have been instructed to watch two videos and share their reflections about how setting can affect conflict and other elements in a story. They will share their reflections in a Canvas discussion. This activity has been included in the Canvas Cartridge. To facilitate this activity in another Learning Management System (LMS), follow the steps outlined below:

Begin by providing and overview of the activity Let students know that they will be viewing two videos and asked to create a discussion post about how setting can affect the conflict and other elements in a story. The following instructions may be copied and distributed to students using an LMS or virtual classroom.

Student Overview

In this activity, you will view a video about the setting of a story and how it relates to other story elements. When you finish watching the video, you will watch another video that helps explain the key points of the Prologue in Romeo and Juliet. You will then reflect on the changes in characters, conflict, or plot that might occur in Romeo and Juliet if the setting changes.

Provide students with a link to the following videos:

- View The Importance of Setting in a Story.
- View Romeo and Juliet Interview: Introduction.

Create an online discussion. Consider using Padlet, Flipgrid, or Questions in Google Classroom. Add the following prompt to the discussion post:

Procedure

- On the discussion board, write about how the characters, conflict, or outcome might be different if Romeo and Juliet took place today in another city.
    - You might consider your own community as a setting for the story. Maybe Romeo and Juliet might be your friends or yourself and your boyfriend/girlfriend.
    - Click the link below for some useful sentence starters to help you with your post and comments:
        - Discussion Sentence Starters
- Make one or two original, constructive comments on your classmates' posts. Remember, "This is cool" or "Awesome!" are not good examples of constructive comments. Think about what you like about the post or maybe what you didn't think about until you saw their post. You could start off your comment with something like "I really like how you ..." or "I agree with what you said about (blank) because..."

Teacher's Note: Online Discussion

- For information about facilitating an effective online discussion, visit the link below:

Best practices for facilitating an online discussions

60 minutes

Extend

In this activity, students will rewrite the Prologue from Romeo and Juliet using a different setting, conflict, and characters.

Teacher's Note

For virtual instruction, students may use a word processing app, such as Google Docs, or Microsoft Word to compose their story, but if you have a preference, you update step five in the instructions below.

If this activity will be added to an LMS or virtual classroom, be sure to provide an option for students to submit their document or share a link to their file.

To facilitate this activity, provide students with the following instructions:

Student Overview

In this activity, you will rewrite the Prologue from Romeo and Juliet using a different setting, conflict, and characters.

Procedure

1. Choose a rivalry/enemies pair from the list or come up with your own.

Rivalries/enemies:

- North and South
- America and England
- Dog and cat
- Mufasa and Scar
- Titanic passengers (upper/lower class)
- Sports teams
- Coke and Pepsi
- Star Wars and Star Trek
- Bacon and Sausage
- University of Oklahoma and University of Texas
- Facebook and Twitter
- The Avengers and Thanos
- Xbox and PlayStation
- Android and Apple
- Mac and PC
- Marvel and DC
- Rivals/enemies from a book you have read

2. When planning your revision, consider carefully how the setting has impacted/will impact the conflict in your story.

3. Read this modern translation of the Prologue. You need a good understanding of it in order to write your own version.

4. Shakespeare wrote in a very specific way and there is a rhythm to the lines that you could try to mimic. Try to use the same poetic form as the original Prologue in Romeo and Juliet, i.e., 14 lines, every other line rhymes except for the last two, last two lines rhyme.

5. You may use Google Docs, or Microsoft Word to compose your story.
6. When you complete your version of the Prologue, upload the completed document as a file or share a URL to the file.

30 minutes

Evaluate

Students will use the I Used to Think, But Now I Know strategy to reflect on what they have learned about setting in a story. Students have been instructed to create a Flipgrid video sharing what they have learned about setting and how it affects the conflict in a story.

To facilitate this activity, you will need to set up a Flipgrid account and create a Flipgrid topic.

Tech Integration: Flipgrid

To learn how to create and share a Flipgrid topic, view the tutorials below:

- Create a Flipgrid Topic to facilitate students recitation of their poem

View the Flipgrid tutorials to learn how to create a Fligrid Topic and Share a Flipgrid with students

After you have created the Flipgrid topic, provide students with the following instructions:

Student Overview

Finally, you will use the I Used to Think, But Now I Know strategy to reflect on what you have learned about setting in a story.Then, you will create a Flipgrid video sharing what you have learned about setting and how it affects the conflict in a story.

Procedure

1. Consider what you knew about setting and its role in a story before you started this lesson. Record that on the left side of the I Used to Think, But Now I Know template.
2. Think about what you have learned about setting and conflict in a story as you completed the activities in this lesson. Write that on the right side of the I Used to Think, But Now I Know template.
3. Use the information from your I Used to Think, But Now I Know chart to create your reflection for the video. Don't forget to:

- Include examples from the lesson in your discussion of how setting affects the conflict in a story.
- Speak clearly and practice before you record your presentation.

4. Click the following Flipgrid link to record your video reflection:
5. Make one or two original, constructive comments on your classmates' posts. Remember, "This is cool" or "Awesome!" are not good examples of constructive comments. Think about what you like about the post or maybe what you didn't think about until you saw their post. You could start off your comment with something like "I really like how you ..." or "I agree with what you said about (blank) because..." Here are some useful sentence starters to help you with your comments.

Tech Integration: Share Flipgrid

If the student procedures, listed above, will be copied into a LMS or virtual classroom, it is recommended that a link to the Flipgrid topic is added to step four.

Learn how to Share a Flipgrid with students

Teacher's Note

- For information about facilitating an effective online discussion, visit the link below:

Best practices for facilitating an online discussions

Resources

- Flocabulary. (2017, April 6). *The Importance of Setting in a Story* [Video]. Youtube. https://youtu.be/30CPmgVQNks
- Florman, Ben. (2014, May 11). *Romeo and Juliet: A Shakescleare Translation.* LitCharts. https://www.litcharts.com/shakescleare/shakespeare-translations/romeo-and-juliet/prologue my
- Shakespeare. (2017, April 25). *Romeo and Juliet Interview: Introduction* [Video]. Youtube. https://youtu.be/sVuO_Rb93NI
- Shakespeare's Globe. (2019, March 11). *Prologue Romeo and Juliet* [Video]. Youtube. https://youtu.be/ejUW6OXuPuk
- K20 Center. (n.d.). I used to think, but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Annotating text. Strategies. https://learn.k20center.ou.edu/strategy/114
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- Cresnar, Gregor. (n.d.). Settings free icon [Online image]. https://www.flaticon.com/free-icon/settings_126324