Setting, It's 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 experiment with changing the settings in well-known fairy tales and examine how conflict might change in a different setting. Students explore the Prologue from Shakespeare's "Romeo and Juliet" and analyze how the setting affects the conflict. After analyzing and comparing different possibilities, students, rewrite their version of the Prologue with a twist. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

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

Explore

Students watch a dramatic reading of the Prologue from "Romeo and Juliet," and then complete a close reading of the text.

Explain

Students watch a video about the importance of setting in a story and consider how both the conflict and the characters in "Romeo and Juliet" might change if the setting were different.

Extend

Students revise the Prologue from "Romeo and Juliet," creating a different rivalry and changing the characters, the setting, and the conflict.

Evaluate

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

Attachments

- [Common Cartridge—Setting, It's Where It's At.zip](#)
- [Discussion Post Rubric—Setting, It's Where It's At - Spanish.docx](#)
- [Discussion Post Rubric—Setting, It's Where It's At - Spanish.pdf](#)
- [Discussion Post Rubric—Setting, It's Where It's At.docx](#)
- [Discussion Post Rubric—Setting, It's Where It's At.pdf](#)
- [Fairy Tale Scenarios—Setting, It's Where It's At - Spanish.docx](#)
- [Fairy Tale Scenarios—Setting, It's Where It's At - Spanish.pdf](#)
- [Fairy Tale Scenarios—Setting, It's Where It's At.docx](#)
- [Fairy Tale Scenarios—Setting, It's Where It's At.pdf](#)
- [Flipgrid Presentation Rubric—Setting, It's Where It's At - Spanish.docx](#)
- [Flipgrid Presentation Rubric—Setting, It's Where It's At - Spanish.pdf](#)
- [Flipgrid Presentation Rubric—Setting, It's Where It's At.docx](#)
- [Flipgrid Presentation Rubric—Setting, It's Where It's At.pdf](#)
- [I Used to Think, but Now I Know—Setting, It's Where It's At - Spanish.docx](#)
- [I Used to Think, but Now I Know—Setting, It's Where It's At - Spanish.pdf](#)
- [I Used to Think, but Now I Know—Setting, It's Where It's At.docx](#)
- [I Used to Think, but Now I Know—Setting, It's Where It's At.pdf](#)
- [Lesson Slides—Setting, It's Where It's At.pptx](#)
- [Romeo and Juliet Prologue—Setting, It's Where It's At - Spanish.docx](#)
- [Romeo and Juliet Prologue—Setting, It's Where It's At - Spanish.pdf](#)
- [Romeo and Juliet Prologue—Setting, It's Where It's At.docx](#)
- [Romeo and Juliet Prologue—Setting, It's Where It's At.pdf](#)
- [Talk Moves—Setting, It's Where It's At - Spanish.docx](#)
- [Talk Moves—Setting, It's Where It's At - Spanish.pdf](#)
- [Talk Moves—Setting, It's Where It's At.docx](#)
- [Talk Moves—Setting, It's Where It's At.pdf](#)

Materials

- Common Cartridge (attached)
- Lesson Slides (attached)
- Fairy Tale Scenarios (attached, one per student)
- I Used to Think, but Now I Know handouts (attached, one per student)
- Romeo and Juliet Prologue (attached, one per student)
- Talk Moves handouts (attached, one per student)
- Flipgrid Presentation Rubric (attached, one per student)
- Paper
- Pens or pencils
- Highlighters
- Student devices with Internet access

30 minutes

Engage

> **Teacher's Note: In-Person Learning**
>
> This Engage activity is best achieved in person.

Use the attached **Lesson Slides** to follow along with the lesson. Display **slide 5.** Introduce students to the I Used To Think... But Now I Know strategy, and pass out a copy of the attached **I Used to Think, But Now I Know** handout to each student.

In the "I Used to Think" column, have students take notes about what they know about setting and its importance in a story. Once students are done writing, ask them to put their handouts away until later in the lesson.

Start the conversation about the literary elements setting, character, and conflict by introducing the concept of familiar folk and fairy tales. Consider beginning with a general introduction similar to the following:

> *We all grew up hearing familiar fairy tales. Although the stories might vary slightly according to the version, every good story has some kind of conflict. Little Red Riding Hood, Goldilocks and the Three Bears, Hansel and Gretel, Sleeping Beauty, and many others that cross countries and cultures all illustrate some kind of conflict.*

Invite students to think about fairy tales that are familiar to them. Have them brainstorm stories with various settings and timeframes. Once they have a story in mind, invite them to imagine what would happen if the original characters and themes were imported from the familiar time and place to a different time and place. Ask them to consider how the conflict and characters of the story might change if the circumstances of time and place were different.

> **Example: The Three Bears**
>
> If the three bears had lived in a big city, they probably would have locked their doors that morning when they decided to take a walk. How could this change potentially have affected the conflict in the story? How might it have affected Goldilocks? How might the story have been different if Goldilocks couldn't just lift the latch and walk into their house? Would she still have broken in to their house because she was hungry and tired?

Display **slide 6** and pass out copies of the **Fairy Tale Scenarios** handout. Ask students to choose one of the four scenarios and think about how the conflict and characters in the story might change if the setting and timeframe were changed in the way described. Have students write down their thoughts.

Display **slide 7** and ask students to turn to an Elbow Partner and discuss how their stories might change. Ask for volunteers to share with the whole class.

45 minutes
Explore

> **Teacher's Note: In-Person Learning**
>
> This Explore activity is best achieved in person.

Display **slide 8** and pass out copies of the **Romeo and Juliet Prologue**.

Tell students that they will be watching a [video of the Prologue to the play "Romeo and Juliet."](#)

Preface the video by defining the concept of a *prologue.* A prologue provides preliminary background information about a text. In the Prologue to "Romeo and Juliet," William Shakespeare previews the outcome of the entire play.

Suggest that students use their handouts to follow along as they watch the video.

> **Embedded video**
> https://youtube.com/watch?v=ejUW6OXuPuk

After showing the video, display **slide 9**. Introduce students to the [Annotating Text](#) strategy. Ask them to re-read the Prologue, looking for unfamiliar words, clues to the setting, and emotionally charged words.

Students should use the following conventions for their annotation:

- **Circle** unknown words.
- **Draw a box around** words that provide a clue to the setting.
- **Highlight** emotionally charged words.
- **Underline** repeated words or phrases.
- **Write notes in the margins** making connections with the text or documenting any questions they might have about the text.

Give students 15-20 minutes to complete their annotations.

Display **slide 10**. When students have finished annotating the Prologue, use the [3-2-1 strategy](#) to guide them in identifying words that provide insight into the setting and in drawing inferences about the plot, characters, and setting.

Ask students to write down:

- Three words that provide insight into the setting.
- Two inferences they can draw about the plot.
- One prediction based on the setting and plot.

Display **slide 11**. Once they have finished writing, challenge students to come up with a prediction based on the plot and a different setting. After students have drafted their predictions, ask them to share their ideas with their Elbow Partners. Ask for volunteers to share their thoughts with the whole class.

30 minutes
Explain

> ### Teacher's Note: Virtual Learning Opportunity
>
> The Explain activity can be achieved virtually.

Ask students to return to their Romeo and Juliet Prologue handouts and write down a definition of *setting* based on their annotations.

Have students watch the video The Importance of Setting. This video will help students understand how changes in setting affect other parts of a story.

> **Embedded video**
> https://youtube.com/watch?v=30CPmgVQNks

Ask students to respond by writing down their thoughts about how the characters, the conflict, and the outcome might be different in the play if "Romeo and Juliet" had been set in their own town rather than in Verona, Italy. Encourage them to imagine Romeo or Juliet as someone they actually know. What would be different if Juliet were their sister or their neighbor? What would be different if Romeo were their brother or their best friend?" Students can submit their reflections digitally using a discussion post or Google Doc.

60 minutes

Extend

Teacher's Note: Virtual Learning Opportunity

The Extend activity can be achieved virtually.

Ask students to write a new version of the Prologue to "Romeo and Juliet" with a different setting, conflict, and characters of their choice. Advise them to plan the new version carefully, paying careful attention to how a different setting might affect the conflict in their stories.

Ask students to examine the original Prologue and closely analyze Shakespeare's style of writing. Suggest that they experiment with the same poetic form used in the original Prologue and imitate the rhyme and rhythm of the original play. Remind students that this passage uses the form of a sonnet that is 14 lines long where every other line rhymes until lines 13 and 14, which rhyme with one another.

After students have examined the structure of the Prologue, ask them to consider the characters. The basis for conflict in the play is the generational dislike of one family for another. Invite them to imagine two families who hate each other living in the same small town. Ask students to share their thoughts about such a rivalry.

Guiding Questions

How might such a rivalry start? How is the rivalry continued through successive generations? How is the rivalry carried out? What do other characters in the story think about the rivalry? Are the rivals famous or popular people in the new setting? How does the social status of the families affect the rivalry?

Teacher's Note: Familiar Rivals

Because their task requires them to create a new conflict, direct them to familiar possibilities. Some examples of rivals are listed on **slide 15**. You could add that slide to your LMS or Google Classroom assignment. Encourage students to use the list as a starting point for their own ideas.

Give students time to write their new version of the Prologue.

Teacher's Note: Modern Translation

If students would benefit from a better understanding of the Prologue, encourage them to refer to the modern translation from LitCharts.

Optional Extension

You could add a presentation piece to this activity by having students share their writing in a video posted to Flipgrid or perform it in front of the class.

30 minutes

Evaluate

Teacher's Note: Virtual Learning Opportunity

The Evaluate activity can be achieved virtually.

Provide students with instructions for creating a Flipgrid video that demonstrates what they have learned about the role of setting in a story.

> You will now create a Flipgrid video sharing what you have learned about setting and how it affects the conflict in a story. Before you record your reflection, return to your I Used to Think, but Now I Know handout and think about what you learned as you completed the activities in this lesson. Write down your thoughts in the right column of the table. Use this information to create your reflection for the video. Be sure to include examples from the lesson in your discussion and explain how setting affects the conflict in a story. Speak clearly and practice before you record your presentation.

Share the **Flipgrid Presentation Rubric** to provide students with additional details about what is expected of them.

Written Alternative

If you prefer, students could use Google Docs or Microsoft Word to produce a written reflection instead of recording a video.

Resources

- Cresnar, G. (n.d.). Settings [Image]. Flaticon. https://www.flaticon.com/free-icon/settings_126324
- Flocabulary. (2017, April 6). The importance of setting in a story [Video]. YouTube. https://youtu.be/30CPmgVQNks
- Florman, B. (2014, May 11). Romeo and Juliet: A Shakescleare translation. LitCharts. https://www.litcharts.com/shakescleare/shakespeare-translations/romeo-and-juliet/prologue
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
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- Shakespeare's Globe. (2019, March 11). Prologue Romeo and Juliet [Video]. YouTube. https://youtu.be/ejUW6OXuPuk
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