Setting, It's Where It's At
Setting and Conflict

Shelby Blackwood
Published by *K20 Center*

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

To begin the lesson, have students engage in a discussion about how setting affects a story. Give students a series of prompts, and ask them to share their responses in an online discussion.

Tech Integration: Online Discussion

Create a class discussion post that allows students to add a response and reply to one another. You can facilitate the discussion in an LMS, such as Canvas or eKadence, or create a question in another application, such as Google Classroom, Padlet, or Flipgrid.

In your post, provide students with a brief overview of the lesson and the procedure to follow, as detailed below.

Overview:

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. 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 or characters of the story might change as a result of the new setting. For example, if the three bears lived in a big city, they would probably lock their doors. How would this change affect the conflict in the story? How would it affect Goldilocks? You might say that Goldilocks couldn't just walk into the house. She would have to break in, which would make her a criminal, escalating the conflict.

Procedure:

1. Choose one of the scenarios listed below.
    - **Little Red Riding Hood.** Setting: A 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.** Setting: A science 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.** Setting: The zombie apocalypse after a deadly virus has 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.** Setting: A modern-day vampire's castle. 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. Consider how the conflict and characters of the story might change based on the new setting.
3. Post your thoughts about the change in conflict and characters on the discussion board. Be sure to mention which scenario you chose. Refer to the attached **Talk Moves** (also linked here:
Discussion Sentence Starters) for some useful sentence starters to help you with your post and comments.
4. Add one or two original, constructive comments to classmates' posts. Remember, comments like "This is cool" or "Awesome!" are not constructive. Think about what you like about the post or maybe what you didn't think about until you saw the 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: Effective Online Discussions

For more information about facilitating an effective online discussion, refer to the K20 Center's list of five best practices.

---

45 minutes

Explore

In this activity, students will explore the Prologue from "Romeo and Juliet." Students will first watch a video of the Prologue and then read the Prologue. After their initial reading, they will use the Annotating Text strategy to take notes as they re-read the Prologue.

First, provide students with the Video Prologue of "Romeo and Juliet" and instruct them to think about the setting of the play as they watch.

Embedded video

https://youtube.com/watch?v=ejUW6OXuPuk

Next, share the Prologue text with students, which can be found in the **Romeo and Juliet Prologue** attachment.

Ask students to read through the Prologue once, and then, as they read a second time, annotate their digital copies using the following guidelines:

- **Highlight in green**: Unknown words
- **Highlight in pink**: Words that provide clues about the setting of the story
- **Highlight in yellow**: Emotionally charged words
- **Underline**: Repeated words or phrases

- **Add as comments**: Connections made with the text or questions about the text

Tech Integration: Annotation

Consider having students use Google Docs or Microsoft Word to annotate the prologue document. Or, use another online application, such as DocHub or Actively Learn, that allows teachers to share documents to be annotated.

After students have finished annotating the prologue, have them use the 3-2-1 strategy to share their responses with the class. Select a platform, such as Padlet or Questions in Google Classroom, where you will create the discussion.

To facilitate this activity, using a Padlet board, use the following recommended setup:

- **Title:** 3-2-1
- **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?
- **Description:**
  If the attribution option is not enabled in the Padlet settings, use the description to instruct students to enter their name in the title of their post.
- **Settings:** Enable comments in the Padlet settings to allow students to comment on posts made by their peers.

> **Tech Integration: Padlet**
>
> For more information about how to create and share a Padlet board, view the [K20 Center's Padlet tutorial](). Note the recommended posting settings.

After creating the Padlet board, embed it into your LMS or share a link with students.

Provide students with the following overview and procedures for the activity:

Student Overview

In this activity, 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 you view the video presentation, complete a close reading of the Prologue. Look for unfamiliar words, clues to the setting, and emotionally charged words. Then, share your thoughts using the 3-2-1 strategy.

Procedure

1. View the [video presentation]() of the Prologue from "Romeo and Juliet." As you watch, think about the setting in which the play takes place.
2. Open the [Romeo and Juliet Prologue]() document in Google Docs.
3. Read through the Prologue once without marking anything.
4. As you read through the Prologue a second time, use the annotation tools in Google Docs to mark up the text.
   1. **Highlight in green**: Unknown words
   2. **Highlight in pink**: Words that give you a clue to the setting of the story
   3. **Highlight in yellow**: Emotionally charged words
   4. **Underline**: Repeated words or phrases
   5. **Add 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. Respond to these three prompts:
   1. What are **three** words that gave you insight into the setting of the story?
   2. What are **two** inferences you could make about the plot?
   3. What is **one** prediction you have about the story?
6. Post your answers to the prompts on the shared [Padlet board]().
7. Submit your annotated text file by uploading it or sharing a link.

> **Tech Integration: Sharing a Padlet**
>
> Share the Padlet with students to facilitate the 3-2-1 activity. To learn how to share a Padlet in an LMS or virtual classroom, refer to the [K20 Center's Padlet tutorial]().

Teacher's Note: Submitting the Annotations

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

30 minutes
Explain

In this activity, students will 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 LMS, follow the steps outlined below.

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

Student Overview

> In this activity, you will watch a video about the setting of a story and how it relates to other story elements. When you finish watching this 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, and plot that might occur if the setting of "Romeo and Juliet" were changed.

Provide students with links to the following videos:

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

Create an online discussion board where students can post their reflections.

Teacher's Note: Discussion Board Options

Consider using Padlet, Flipgrid, or Questions in Google Classroom to host your discussion.

Procedure

1. 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.
    1. You might consider your own community as a setting for the story. Maybe Romeo and Juliet might be your friends or you and your boyfriend/girlfriend.
    2. Refer to these Discussion Sentence Starters for some suggestions to help you craft your post and comments.
2. 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 liked 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..."

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: Composing the Story

Students can use a word processing app, such as Google Docs or Microsoft Word, to compose their story. If you have a preference, update step 5 in the instructions below.

If this activity will be added to an LMS or virtual classroom, be sure to provide a place for students to submit their documents or share a link to their files.

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 pair of rivals or enemies from the list, or come up with your own.
    1. North and South
    2. America and England
    3. Dog and cat
    4. Mufasa and Scar
    5. Coffee and tea
    6. Bacon and Sausage
    7. OU and OSU
    8. Facebook and Twitter
    9. Mac and PC
    10. Marvel and DC
2. Consider carefully how the setting will impact the conflict in your story.

3. Read this modern translation of the Prologue. You need a good understanding of the text 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. It has 14 lines and every other line rhymes except for the last two, which rhyme with each other.

5. Compose your story using Google Docs or Microsoft Word.
6. Upload or share a link to the completed document.

30 minutes

Evaluate

Students will use the [I Used to Think, But Now I Know](#) strategy to reflect on what they have learned. They will create a Flipgrid video where they share what they have learned about setting and how it affects the conflict in a story.

To facilitate this activity, you will need to have a Flipgrid account set up and will 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

- To learn how to create a Fligrid topic and share a Flipgrid with students, see the [K20 Center's Flipgrid tutorial](#).

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

Student Overview

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. Think back to 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 learned about setting and conflict in a story as you completed the activities in this lesson. Record that on the right side of the template.

3. Use the information from your I Used to Think, But Now I Know chart as a guide to help you create your reflection for the video. Don't forget to include examples from the lesson in your discussion and practice before you record your presentation.

4. Record your video reflection in Flipgrid. Remember to speak clearly!

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: Sharing Flipgrid

If the student procedures listed above will be copied into a LMS or virtual classroom, we recommend adding a link to the Flipgrid topic to step 4. To learn how to share a Flipgrid with students, see the [K20 Center's Flipgrid tutorial](#).

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
- K20 Center. (n.d.). Annotating text. Strategies. https://learn.k20center.ou.edu/strategy/114
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Flipgrid. External apps tutorial. https://k20center.ou.edu/externalapps/flipgrid/
- K20 Center. (n.d). Flipgrid. Tech Tool. https://learn.k20center.ou.edu/tech-tool/1075
- K20 Center. (n.d.). I used to think, but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Online discussions. Pedagogy. https://k20center.ou.edu/pedagogy/online-discussions/
- K20 Center. (n.d.). Padlet. External apps tutorial. https://k20center.ou.edu/externalapps/padlet/
- 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
- Virtual Learning: Tech Integration. (n.d.). Best practices for facilitating online discussions. Pedagogy. https://sites.google.com/ou.edu/k20-virtual-learning/pedagogy