Unit 10.1: Conflict
English as a Second Language
8 weeks

### Stage 1 - Desired Results

#### Unit Summary
In this unit, students will explore the theme of conflict in narrative writing. They will read and listen to novels in which the characters are facing either internal or external conflicts. They will also have the opportunity to analyze the plot structures of a variety of stories and write a short story of their own.

**Transfer goal:** Students will leave the class able to use their learning of the types of conflicts characters experience in literature to make connections to and deepen their understanding of their personal lives and characters in other mediums. Students will be able to express themselves through writing.

#### Content Standards and Learning Expectations

**Listening/Speaking**
- **L/S.10.2** Analyzes, organizes, explains, describes, supports, and discusses information; answers and formulates closed and open-ended questions.
- **L/S.10.4** Expresses thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict and resolution; makes predictions and inferences, as well as draws conclusions from listening to a variety of texts, performances, and multimedia sources.

**Reading**
- **R.10.1** Analyzes context clues, uses reference sources and other vocabulary expansion strategies to assess word meaning and to determine the meaning of unfamiliar words using prior knowledge to relate to new meaning; identifies Greek and Latin root words.
- **R.10.3** Organizes and analyzes the plot; establishes cause and effect; makes connections, predictions, and inferences; draws conclusions; classifies and analyzes the conflict and resolution in a variety of texts.

**Writing**
- **W.10.3** Analyzes and applies organizational patterns to connect ideas and to write narrative, expository, and persuasive essays.
- **W.10.5** Applies editing marks and revision techniques; applies reference sources to verify and support information; writes a final draft using the writing process.

#### Big Ideas/Enduring Understandings:
- Our sense of self is influenced by our relationships with others including the conflicts, choices, and experiences.
- Conflict and change and growth are inevitable parts of the human condition.
- Organizational structure and style influence the meaning of the written word.
- Good readers are able to infer meaning to better understand what they read.

#### Essential Questions:
- How do our experiences, relationships, decisions, and actions change our lives?
- How do our conflicts affect our emotional growth and our sense of self?
- How does organization impact writing?
- How does making inferences about what we read impact our comprehension?
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<table>
<thead>
<tr>
<th>Content (Students will know...)</th>
<th>Skills (Students will be able to...)</th>
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<tbody>
<tr>
<td>- Plot organization</td>
<td>- Listen and respond to, analyze, organize, explain, describe, support, and discuss information.</td>
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<tr>
<td>- Types of conflict</td>
<td>- Express thoughts and opinions to discuss and analyze conflict and resolution.</td>
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<td>- Organizational patterns/structure of a narrative</td>
<td>- Analyze the plot.</td>
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<td>- Editing marks and revision techniques</td>
<td>- Make connections, predictions, and inferences and draw conclusions.</td>
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<tr>
<td><strong>Content Vocabulary</strong></td>
<td>- Analyze and apply organizational patterns to connect ideas and to write narrative essays.</td>
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<td>- Conflict</td>
<td>- Write a final draft using the writing process.</td>
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<td>- Resolution</td>
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<td>- Man vs. man, man vs. self, man vs. nature</td>
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<tr>
<td>- Exposition, rising action, climax, falling action, resolution</td>
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### Stage 2 - Assessment Evidence

#### Performance Tasks

**“Man vs. Self” Short Story**
- The students will develop a short story in which the conflict is an internal, man vs. self conflict. The students may use a struggle they've dealt with, or come up with something fictional, but the main character must be in conflict with himself/herself.
- Students should follow the steps of the writing process to complete the assignment and should turn in any prewriting activities and drafts with editing marks along with the final copy.
- The short story should be assessed using a teacher-made rubric (see Additional Resources for websites to help with developing rubrics). The teacher should also review the drafts with editing marks to be sure the students have mastered that expectation.

**Plot Structure and Analysis of a Peer’s Writing**
- The students will use the plot structure pyramid to analyze the plot of a peer’s Conflict Short Story (see attachment: 10.1 Learning Activity – Story Map).
- Students will exchange papers with a peer and read each other’s final copies. (It would be

#### Other Evidence

- Reading Log – students will keep a running record of reading done throughout the unit. The student will record title and pages read. The teacher may choose to add reflection statements to the daily reading log regarding types of conflict, resolution, and plot structure, etc. (see Learning Activities for suggestions).
- Word Wall of new vocabulary learned during the unit – students will keep a personal “word wall” in their reading logs.
- Reflection Journals – Students will complete a daily “quick-write” journal entry (5 minutes) on a self-selected or teacher-provided topic (depending on the teacher’s preference for the day).
- Anecdotal Evidence during discussions – the teacher will keep a running record of student responses during class discussions to assess their comprehension of the topics as well as their ability to participate in discussions in English.
- “Somebody…Wanted...But...So” chart completed about a recently read novel or short story (see attachment: 10.1 Other Evidence – Somebody-Wanted-But-So).
- “Text Says/I know/inference” chart from

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<th>helpful to pair students with someone other than their editing partner so that students are reading these stories for the first time.</th>
<th>group work (See Learning Activities)</th>
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<tbody>
<tr>
<td>• Students will use the Plot Structure Pyramid to analyze the plot of their partner’s story.</td>
<td>• Plot Structure Pyramid ¹ – The students will analyze a novel, short story, or movie for plot structure and will diagram it using the Plot Structure Pyramid (drawn on paper or provided by the teacher). The students should answer the following questions:</td>
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<td>• The pairs will then present each other’s stories orally to the class.</td>
<td>o What did the author need to explain to readers in the introduction section?</td>
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<td>• The teacher will assess the pyramids for accuracy to see that the students understand the concept of plot structure.</td>
<td>o What inciting event causes the action to begin to “rise”?</td>
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<td><strong>Book Review Oral Presentation</strong></td>
<td>o Where does the story peak? Is there a clear climax?</td>
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<td>• The students will perform an oral presentation to the class about the novel they have read independently.</td>
<td>o Which events lead up to the conclusion?</td>
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<td>• The students will discuss the conflict and resolution in the text as well as the text-to-self, text-to-text, or text-to-world connection that he or she made while reading the novel.</td>
<td>o How is the story resolved? The students should point to evidence from the story to support their choices for where the story turns, how the story is resolved, etc.</td>
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<td>• The students will be assessed using a rubric (see attachment: 10.1 Performance Task-Book Review Oral Presentation).</td>
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### Stage 3 - Learning Plan

#### Learning Activities

**Types of Conflict**

- The teacher will review types of conflict in literature with the students. Attachment 10.1 Learning Activity – Types of Conflict will be helpful for the students.
- The teacher should provide the students with short stories describing conflict situations. The class should work together to identify the types of conflict present in a few examples and then the students should be given a few examples to work through on their own (see [http://www.helium.com/knowledge/35461-short-stories-conflict](http://www.helium.com/knowledge/35461-short-stories-conflict) for short stories with strong examples of conflict).

**Conflict Reading Log**

- The students should be reading books on their own throughout the year (see suggested reading list). They will keep a running reading log in which they will note the titles of the books and short stories they read along with the page numbers.
- During this unit, the students will also complete response questions dealing with conflict at teacher-determined intervals. The students will identify the conflict and explain how the plot development relates to the conflict. Students may be given sentence starters to help guide their responses.

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¹ Adapted from [www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html](http://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html)

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writing:
- In your reading today, what are the one or two important events? How do those events connect to the conflict, the big problem the main character faces throughout the story?
- Sentence 1: On (today’s date), I read for (__) minutes in (copy and underline the book title) by (author’s name), pages (page where you started, page where you finished).
- Sentences 2 and 3 (Copy and fill in): ____________ is (are) the main character(s). I think this will be his (her/their) main problem to face throughout the novel: (Describe the conflict.)
- Sentences 4-5: Write one sentence to summarize an important event from the pages you read today. Write another sentence to summarize how that event connects to the big problem.

Conflict Read-Aloud
- The teacher will read aloud a novel in which the main character faces one or more types of conflict (see Literature Connections for suggestions). The teacher should model fluency in reading as well as the think-aloud strategy as it relates to plot structure, organization, and types on conflict.
- The teacher should also model a Reading Response Journal Entry (see above Learning Activity).
- This novel can be used as a basis for examples during lessons throughout the unit.

Organizational Patterns
- For each novel or short story read during the unit, students should complete a story map in order to examine the plot structure and other narrative elements of the stories (see attachment 10.1 Learning Activity – Story Map). If the technology is available, the teacher could also incorporate the online PowerPoint presentation (http://www.readwritethink.org/lesson_images/lesson904/MidPlotStructure.pps) and interactive (http://www.readwritethink.org/files/resources/interactives/plot-diagram/) at ReadWriteThink.org.

Making Inferences
- As a “During Reading” activity to increase comprehension, the students will complete an Inference Chart. The teacher will prepare a novel or short story by placing sticky notes throughout where inferences could be made. The students will make a 3 column chart with columns named “Text says,” “I know,” and “Inference.” The students will stop reading at each sticky note to fill in the chart.

Editing and Revising
- The teacher will use attachment 10.1 Learning Activity – Editing Marks to teach students how to edit, not correct, a draft of an essay. The teacher will use attachment 10.1 Learning Activity – Editing Mini-Golf to allow students to practice using editing marks.

Sample Lessons
- The Great Kapok Tree: Teaching About Conflict in Literature http://www.educationworld.com/a_tsl/archives/03-1/lesson015.shtml
- Plot Structure http://pulse.pharmacy.arizona.edu/9th_grade/from_global/language_arts/plot.html
- Plot Structure: A Literary Elements Mini-Lesson www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html
- Once Upon a Fairy Tale: Teaching Revision as a Concept http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html
Additional Resources

- Collection of Short Stories about True Life Experiences [http://www.mariolvazquez.com](http://www.mariolvazquez.com)
- Full-text short stories, novels, poems, etc from a variety of genres: [http://www.searchlit.org/elibrary.php](http://www.searchlit.org/elibrary.php)
- MANY links to black-line graphic organizers: [http://www.vrml.k12.la.us/cc/vp_gle/2nd/more/graphic_organizers.htm](http://www.vrml.k12.la.us/cc/vp_gle/2nd/more/graphic_organizers.htm)

Literature Connections

- *El Gran Capoquero/The Great Kapok Tree* by Lynne Cherry
- *Odd Girl Speaks Out* by Rachel Simmons
- *Taking sides* by Gary Soto
- *Crazy weekend* by Gary Soto
- *Stray Every Living Thing* by Cynthia Rylant (as well as others from this collection)
- *The House on Mango Street* by Sandra Cisneros
- *Memories of growing up Hispanic* by Edward Rivera
- *The Day It Snowed Tortillas/El día que nevó tortillas* by Joe Hayes and Antonio Castro
- ‘Boricuan’ Times: A Fine Collection of Puerto Rican Short Stories and other Genres by Anibal Muñoz Claudio
- *Memories of growing up Hispanic* by Edward Rivera

- *Literature Timeless Voices, Timeless Theme, Copper*
  - The King of Mazy May by Jack Landon page 60 (Short Story: Conflict Between Characters)
  - Zlateh the Goat by Issac page 146 (Short Story: Conflict with Nature)
  - The Pigman & Me by Paul Zindel page 189 (Nonfiction story: Internal Conflict)
  - Greyling by Jane Yolen page 328 (Short Story: Conflict and Resolution)
  - Becky and the Wheels and Brake Boys by James Berry page 472 (Short Story: Conflict)