

<b>Topic, Subject, Class, Date:</b> <i>Conflict in Literature</i>	
<b>Lesson Curriculum: What are the Learning Goals for this lesson?</b>	
<b>Lesson Standards</b> Always include a writing standard.	<b>ELAGSE9-10RL3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <b>ELAGSE9-10L6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>ELAGSE9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
<b>Students Will Be Able To Do</b> Skills from standards including thinking. This is not activities.	<ul style="list-style-type: none"> <li>● Identify conflicts in literature</li> <li>● Use terms and labels related to conflict correctly</li> <li>● Analyze the effects of specific conflicts on character development and plot</li> <li>● Write an argument using text evidence and domain-specific terms</li> </ul>
<b>Students Will Know</b> Knowledge from standards such as vocabulary, facts, formulas.	<ul style="list-style-type: none"> <li>● External conflict</li> <li>● Internal conflict</li> <li>● Man vs. Man</li> <li>● Man vs. Self</li> <li>● Man vs. Nature</li> <li>● Man vs. Society</li> </ul>
<b>Lesson Essential Question</b> A question that communicates the Learning Goals.	What is the role of <b>conflict</b> in a story?
<b>Lesson Instruction: How will students learn?</b>	
<b>Activating Strategy</b> Plan this after you plan your Learning Activities. How will you introduce the Lesson Essential Question? How will you draw attention to important vocabulary in the Lesson Essential Question? How will you build/link background knowledge? Which key vocabulary from the “Students Will Know” Learning Goals needs to be previewed? Are there other vocabulary words that you think need to be previewed? Which vocabulary strategy will you use?	Picture Splash: Each pair square is given a collection of pictures illustrating conflicts from pop culture. Groups must group images together by common attributes. Each group shares their structure. Key Vocabulary: Conflict Vocabulary Strategy: Word Map

<p><b>Graphic Organizer</b> How will students store and organize information as they learn during this lesson? Base the organizer on the thinking in the Will Be Able To Do Learning Goals.</p>	<p>Construct an Argument Graphic Organizer</p>
<p><b>Learning Activity 1</b> <b>The Learning Goal(s) for this activity:</b> <b><i>Identify conflicts in literature</i></b> <b><i>Use terms related to conflict correctly</i></b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>●Content students need to learn</li> <li>●Level of Learning target</li> <li>●Chunk activity: <ul style="list-style-type: none"> <li>○Several opportunities for thinking, talking, writing to learn</li> <li>○Distributed summarizing and/or practice</li> <li>○Distributed formative assessments</li> <li>○Questions to ask</li> </ul> </li> <li>●Active engagement: <ul style="list-style-type: none"> <li>○Collaborative Pairs/Numbered Heads/Think-Pair-Share, etc.</li> <li>○Variety</li> <li>○Movement</li> </ul> </li> </ul>	<p>Using an interactive PowerPoint, explain each type of conflict that can be found in literature.</p> <p>Numbered Pairs: 1's tell 2's the difference between each type of conflict. 2's tell 1's how each conflict relates to external and internal conflict.</p> <p>Reading the first section of <i>The Most Dangerous Game</i> together, think aloud how to identify a conflict in the story.</p> <p>Think-Pair-Share: What type of conflict did we just identify? Support your ideas with evidence from the story.</p> <p>Model adding the conflict to the graphic organizer.</p> <p><b>Previewing (what, who, when):</b> Struggling Students: Preview determining the type of conflict with a safe example. (Disney Characters such as Simba and Scar, Mulan and the army's gender roles, Pocahontas and the tree's premonition, Elsa and her own powers, Moana and her parent's/island's wishes, Tarzan's parents and the storm). Practice using a matrix to describe types of conflict using criteria of conflict, description, who's involved, example.</p>
<p><b>Assessment Prompt for Learning Activity 1</b> Formative assessment of the Learning Goal(s)</p>	<p>Card Sort: Students sort cards with examples of conflicts and conflict terms into specific groups with labels.</p>
<p><b>Learning Activity 2</b> <b>The Learning Goal(s) for this activity:</b> <b><i>Analyze the effect of specific conflicts on the plot.</i></b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>●Content students need to learn</li> <li>●Level of Learning target</li> <li>●Chunk activity: <ul style="list-style-type: none"> <li>○Several opportunities for thinking, talking, writing to learn</li> <li>○Distributed summarizing and/or practice</li> <li>○Distributed formative assessments</li> <li>○Questions to ask</li> </ul> </li> </ul>	<p>Review Cause and Effect Graphic Organizer using the Analyze Relationships anchor chart. Continue reading the next section of <i>The Most Dangerous Game</i> together.</p> <p>Think-Ink-Share: With collaborative pairs, students answer the following: What is one conflict that we just witnessed in the story? What type is it? How was it caused? What is the effect? Teacher gives feedback to each pair as they share with the class. Every pair may not share if all conflicts have been identified. Walk through adding the conflicts to the graphic organizer.</p>

<ul style="list-style-type: none"> <li>●Active engagement: <ul style="list-style-type: none"> <li>○Collaborative Pairs/Numbered Heads/Think-Pair-Share, etc.</li> <li>○Variety</li> <li>○Movement</li> </ul> </li> </ul>	<p>Students continue reading the remainder of <i>The Most Dangerous Game</i> in collaborative pairs, completing the remainder of the graphic organizer.</p> <p><b>Previewing (what, who, when):</b> Struggling Students: Preview <i>The Most Dangerous Game</i> by showing a movie trailer and/or book review and by providing an anchor chart with information such as plot, characters, and setting.</p> <p><b>Scaffolding (what, who, when):</b> Provide page numbers that contain one or more conflicts on the graphic organizer.</p>
<p><b>Assessment Prompt for Learning Activity 2</b> Formative assessment of the Learning Goal(s)</p>	<p>RAFT.: Using the cause and effect graphic organizer, students write a RAFT (Role- Rainsford, A - Whitney, F - Letter, T - a major conflict Rainsford has endured).</p>
<p><b>Learning Activity 3</b> The Learning Goal(s) for this activity: <b>Write an argument using text evidence and domain-specific words.</b> Consider:</p> <ul style="list-style-type: none"> <li>●Content students need to learn</li> <li>●Level of Learning target</li> <li>●Chunk activity: <ul style="list-style-type: none"> <li>○Several opportunities for thinking, talking, writing to learn</li> <li>○Distributed summarizing and/or practice</li> <li>○Distributed formative assessments</li> <li>○Questions to ask</li> </ul> </li> <li>●Active engagement: <ul style="list-style-type: none"> <li>○Collaborative Pairs/Numbered Heads/Think-Pair-Share, etc.</li> <li>○Variety</li> <li>○Movement</li> </ul> </li> </ul>	<p>Introduce the Construct an Argument anchor chart and discuss each component.</p> <p>Written conversation: Students share what they believe is the most important part of an argument. Student 2 either agrees or disagrees with Student 1, making sure to include why. Students share their discussion.</p> <p>Model how to incorporate information from the Cause and Effect graphic organizer to the Construct an Argument graphic organizer.</p> <p><b>Scaffolding (what, who, when):</b> Struggling Students: Sentence Stems</p> <ul style="list-style-type: none"> <li>● I think _____ would be most affected by a conflict because...</li> <li>● I think Man vs. _____ would cause the most change in a story because...</li> </ul>
<p><b>Assessment Prompt for Learning Activity 3</b> Formative assessment of the Learning Goal(s)</p>	<p>Take a Stand: Students are assigned a number that corresponds with a conflict listed on the graphic organizer. In small groups, students defend why their assigned conflict is the most influential.</p>
<p><b>Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?</b></p>	
<p><b>Assignment</b> Plan this before planning Lesson Instruction. How will students demonstrate the skills in the Will Be Able To Do Learning Goals?</p>	<p>After reading <i>The Most Dangerous Game</i>, write an argumentative extended response that argues which conflict in the story is most important to the overall plot development and why. Use the details and information from your graphic organizer. Follow the steps below:</p>

1. Choose a conflict you think is most important based the learning activities.
2. Construct an argument using the Cause and Effect graphic organizer. Make sure to include the type of conflict and the effect of the conflict.
3. Use the information from your Construct an Argument graphic organizer to write your extended response. Use the transitions and prompts within the framework CSI (Claim, Support, Insight).

**Differentiated Assignment:**

Provide claims to students. Students choose one and write an argument following the same steps as the Assignment.