	Unit 10.1: Conflict
ESTADO LIBRE ASOCIADO DE PUERTO RICO DEPARTAMENTO DE EDUCACIÓN	**Unit 10.1: Conflict**
	English as a Second Language
	8 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student explores the theme of conflict in narrative writing. He/She reads and listens to a variety of literature in which the characters are facing either internal or external conflicts. The student also has the opportunity to analyze the plot structures of a variety of stories and write a short story of his/her own.
Transversal Themes:	Conflict, Relationships, Self-discovery
Integration Ideas:	Art, History/Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How do our experiences, relationships, decisions, and actions change our lives?
  EU1. Our sense of self is influenced by our relationships with others including the conflicts, choices, and experiences.

EQ2. How do our conflicts affect our emotional growth and our sense of self?
  EU2. Conflict, change and growth are inevitable parts of the human condition.

EQ3. How does organization impact writing?
  EU3. Organizational structure and style influence the meaning of the written word.

EQ4. How does making inferences about what we read impact our comprehension?
  EU4. Good readers are able to infer meaning to better understand what they read.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her learning of the types of conflicts characters experience in literature to make connections to and deepen his/her understanding of his/her personal life and characters in other mediums.

T2. The student will be able to express him/herself through writing.

The student acquires skills to...

A1. Listen to a novel read aloud and make connections to the text.

A2. Identify types of conflicts when reading narrative writing.

A3. Discuss types of conflict and resolution present in novels.

A4. Write narratives in which characters face internal or external conflicts.

Puerto Rico Core Standards (PRCS)	
Listening	
10.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that keep the discussion on topic.
10.L.1b	Follow turn-taking and show consideration by affirming others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.
10.L.1d	Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.
Speaking	
10.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering on-topic questions, react to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.
10.S.2b	Explain, restate, discuss, and analyze information.
10.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.
Reading	
10.R.10	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
10.R.1a	Explain inferences and conclusions drawn from text to support analysis.
10.R.3L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.
10.R.5L	Analyze how an author's choices about structure of a literary text, order of events within it (e.g., parallel plots), create such effects as mystery, tension, or surprise.
Writing	
10.W.3	Write literary texts using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).
10.W.4	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
10.W.8	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
10.LA.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
10.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

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10.LA.6	Accurately use general academic and content-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.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus *(The student understands…)*	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: 10.L.1a 10.L.1b 10.L.1d 10.R.3L 10.R.5L 10.S.1 10.S.2b **EQ/EU:** EQ2/EU2 EQ4/EU4 **T/A:** A1 T1	• The types of conflict.	• Conflict: Character vs. charactr, Character vs. se, Character vs. natur, Character vs. society • Resolution	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* There is no specific Performance Task for this Learning Plan. The knowledge gained from the Learning Activity and Other Evidence will carry through to the other Performance Tasks in this unit. ***Integrated Assessment 10.1*** • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 10.1").	*Reading Log* • The student keeps a running record of reading done throughout the unit. The student records the title and pages read. The teacher may choose to add reflection statements to the daily reading log regarding types of conflict, resolution, plot structure, etc. (see Learning Activities for suggestions). • Word Wall of new vocabulary learned during the unit – the student keeps a personal "word wall" in his/her reading log – used throughout the unit. *Reflection Journals* • The student completes 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). – Used throughout the unit	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Types of Conflict* • The teacher reviews types of conflict in literature with the student. Attachment 10.1 Learning Activity – Types of Conflict will be helpful for the student. • The teacher should provide the students with short stories describing conflict situations. The class works together to identify the types of conflict present in a few examples. The students are then given a few examples to work through on their own (see **http://www.helium.com/knowledge /35461-short-stories-conflict** for short stories with strong examples of conflict).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus *(The student understands…)*	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: 10.L.1d 10.LA.1 10.LA.2 10.LA.6 10.R.10 10.R.1a 10.R.5L 10.W.3 10.W.4 10.W.8 **EQ/EU:** EQ1/EU1 EQ2/EU2 EQ3/EU3 EQ4/EU4 **T/A:** A2 A3 T1 T2	• The organizational patterns/structure of a narrative. • The types of conflict. • The editing marks and revision techniques.	• Conflict: Character vs. charactr, Character vs. se, Character vs. natur, Character vs. society • Resolution	*For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *"Character vs. Self" Short Story* • The student develops a short story in which the conflict is an internal, man vs. self conflict. The student may use a struggle he/she has dealt with, or come up with something fictional, but the main character must be in conflict with him/herself. • The student follows the steps of the writing process to complete the assignment and turn in any prewriting activities and drafts with editing marks along with the final copy. • The short story is assessed using a teacher-made rubric (see Additional Resources for websites to help with developing rubrics). The	*Organizational Patterns* • For each novel or short story read during the unit, the student 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. *"Somebody…Wanted…But…So" Chart* • The student completes the chart about a recently read novel or short story (see attachment: 10.1 Other Evidence – Somebody-Wanted-But-So). This activity can also be used later in the unit about books read independently.	*For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Conflict Read-Aloud* o The teacher reads aloud a novel or story in which the main character faces one or more types of conflict (see Literature Connections for suggestions). The teacher models fluency in reading as well as the think-aloud strategy as it relates to plot structure, organization, and types on conflict. o The teacher also models a Reading Response Journal Entry (see above Learning Activity). o This novel or story can be used as a basis for examples during lessons throughout the unit. o As a "During Reading" activity to increase comprehension, the student completes an Inference Chart. The teacher prepares a novel or short story by placing sticky notes throughout where inferences could be made. The student makes a 3 column chart with columns named "Text says,"

			teacher also reviews the drafts with editing marks to be sure the student has mastered that expectation.		"I know," and "Inference." The student stops reading at each sticky note to fill in the chart. *Note – See Sample Lessons for Editing and Revising mini-lesson ideas for this learning plan.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	**Content Focus** *(The student understands…)*	**Content Vocabulary**	**Performance Tasks**	**Other Evidence**	**Learning Activities**

PRCS: 10.LA.1 10.LA.6 10.R.10 10.R.5L 10.S.2c 10.W.8
 	
EQ/EU: EQ2/EU2
 	
T/A: A1 A4 T1 T2
	• The Plot Structure.	• Conflict
		 • Text-to-self, text-to-text, or text-to-world connections
			For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.
			
			 Book Review Oral Presentation
			
			 • The student gives an oral presentation to the class about the novel or story he/she has read independently.
			 • The student discusses the conflict and resolution in the text as well as the text-to-self, text-to-text, or text-to-world connection that he/she made while reading the novel or story.
			 • The student is assessed using a rubric (see attachment: 10.1 Performance Task- Book Review Oral Presentation).
				Conflict Reading Log
				
				 • The student completes response questions dealing with conflict at teacher-determined intervals. The student identifies the conflict and explains how the plot development relates to the conflict. The student may be given sentence starters to help guide his/her writing:
				   o In your reading today, what are the one or two most important events? How do those events connect to the conflict, the big problem the main character faces throughout the story?
				   o Sentence 1: On (today's date), I read (book title) by (author's name),for (__) minutes. (Copy and underline the page where you started and the page where you finished.)
				   o Sentences 2 and 3
					For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.
					
					 Conflict Independent Reading
					
					 • The student chooses a novel or story from the Literature Connections list (or another high-interest novel with strong examples of conflict) to read individually throughout the unit.
					 • (While the novel or story is started at the beginning of the unit, the oral presentation Performance Task is prepared and performed near the end of the unit.)
					 • Plot Structure Pyramid - The student analyzes a novel, short story, or movie for plot structure and diagrams it using the Plot Structure Pyramid (drawn on paper or provided by the teacher). The student answers the following questions:
					   o What did the author need to explain to readers in the introduction section?
					   o What inciting event causes the action to begin to "rise"?
					   o Where does the story peak? Is there a clear climax?
					   o Which events lead up to the conclusion?
					   o How is the story resolved?

				(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.	• The student points to evidence from the story to support his/her choices for where the story turns, how the story is resolved, etc. Adapted from: **www.readwritethink.org/classroom-resources/lesson-plans/plot-structure -literary-elements-904.html**

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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Lynne Cherry**
  - *El Gran Capoquero/The Great Kapok Tree*
- **Rachel Simmons**
  - *Odd Girl Speaks Out*
- **Gary Soto**
  - *Taking Sides*
- **Gary Soto**
  - *Crazy weekend*
- **Cynthia Rylant (as well as others from this collection)**
  - *Stray Every Living Thing*
- **Sandra Cisneros**
  - *The House on Mango Street*
- **Mario L. Vazquez http://www.mariolvazquez.com**
  - *The Color of My Paint*
- **Edward Rivera**
  - *Memories of Growing Up Hispanic*
- **Joe Hayes and Antonio Castro**
  - *The Day It Snowed Tortillas/El día que nevó tortillas*
- **Anibal Muñoz Claudio**
  - *'Boricuan' Times: A Fine Collection of Puerto Rican Short Stories and other Genres*
- *Literature Timeless Voices, Timeless Theme, Copper*
- **Jack Landon page 60 (Short Story: Conflict Between Characters)**
  - *The King of Mazy May*
- **Issac page 146 (Short Story: Conflict with Nature)**
  - *Zlateh the Goat*
- **Paul Zindel page 189 (Nonfiction story: Internal Conflict)**
  - *The Pigman & Me*
- **Jane Yolen page 328 (Short Story: Conflict and Resolution)**

- o *Greyling*
- **James Berry page 472 (Short Story: Conflict)**
  - o *Becky and the Wheels and Brake Boys*

Additional Resources

- Full-text short stories, novels, poems, etc from a variety of genres: **http://www.searchlit.org/elibrary.php**
- Online introduction to compare/contrast essays: **http://www.readwritethink.org/files/resources/interactives/compcontrast/**
- Educational rap – Characters, Setting, and Plot: **http://www.educationalrap.com/song/characters-setting-plot.html** -This website has educational rap and hiphop songs and worksheets for teachers who need something fun and engaging to use in classrooms. Winner of two Parents' Choice awards.
- YouTube Visual: **https://www.youtube.com/watch?v=cvDNJK1Gpc4**
- Organization of Narratives: **http://www.kimskorner4teachertalk.com/writing/sixtrait/organization/patterns.html**
- MANY links to black-line graphic organizers: **http://www.vrml.k12.la.us/cc/vp_gle/2nd/more/graphic_organizers.htm**
- Conflict in Literature YouTube: **https://www.youtube.com/watch?v=sEPUeAKmCnc**
- Teaching through music: isabelperez.com (free)
- Development of concepts through popular films, such as the Harry Potter series, the Hunger Games series, the Percy Jackson series, Titanic, etc.

Performance Tasks

"Character vs. Self" Short Story

- The student develops a narrative short story to tie into the unit summary in which the conflict is an internal, character vs. self conflict. The student uses a struggle he/she has dealt with, or come up with something fictional, but the main character must be in conflict with him/herself.
- The student follows the steps of the writing process to complete the assignment and turns in any prewriting activities and drafts with editing marks along with the final copy.
- The short story is assessed using a teacher-made rubric (see Additional Resources for websites to help with developing rubrics). The teacher also reviews the drafts with editing marks to be sure the student has mastered that expectation.

Book Review Oral Presentation

- The student performs an oral presentation to the class about the novel or story he/she has read independently.
- The student discusses the conflict and resolution in the text as well as the text-to-self, text-to-text, or text-to-world connection that he /she made while reading the novel.
- The student is assessed using a rubric (see attachment: 10.1 Performance Task- Book Review Oral Presentation).

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Suggested 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**
- YouTube **https://www.youtube.com/watch?v=WH5jlkK4aUI**
- Once Upon a Fairy Tale: Teaching Revision as a Concept **http://www.readwritethink.org/classroom-resources/lesson-plans/once-upon-fairy-tale-971.html**

Editing and Revising

- The teacher uses attachment 10.1 Learning Activity – Editing Marks to teach the student how to edit, not correct, a draft of an essay. The teacher uses attachment 10.1 Learning Activity – Editing Mini-Golf to allow the student to practice using editing marks.

Plot Structure and Analysis of a Peer's Writing (Can be paired with "Character vs. Self" Short Story Performance Task)

- The student uses the plot structure pyramid to analyze the plot of a peer's Conflict Short Story (see attachment: 10.1 Learning Activity – Story Map).
- The student exchanges papers with peers and reads each other's final copies. (It would be helpful to pair students with someone other than their editing partner so that students are reading these stories for the first time.)
- Students use the Plot Structure Pyramid to analyze the plot of their partner's story.
- The pairs then present each other's stories orally to the class.
- The teacher assesses the pyramids for accuracy to see that the students understand the concept of plot structure.