

Teacher: Ms. Allyson McGrath

School: Boltz Middle School

Grade Level: 8th

Content Area: English

Date: 4/11/19

Title: Being Human—Conflict Happens

Topic: Internal and External Conflict in Narrative Writing

Rational/Relevance: When understanding the ins and outs of conflict, students can better understand plot when reading and writing. They can also relate to the common types of conflict that happens in narrative stories since it happens in their lives as well.

Student Profile: When walking into classroom 237, you will see 28 students sitting in six groups of desks. Visually, you can't see that there is one student with anxiety that has an IEP and another student that is on the spectrum who also has an IEP. There is one other student with an IEP that has not disclosed a specified reason, but I understand what modifications can be functioned to help her. I would say this class has moderate motivation and moderate maturity. They seem to go through the motions, however it's hard to say if that's the result of the environment.

Standards

Grade 8 Vocabulary Acquisition and Use Standard for Language—"Use context as a clue to the meaning of a word or phrase," "Verify the preliminary determination of the meaning of a word or phrase"

I am having the students use context clues to figure out the vocab words of the lesson and rewarding them for using the words in sentences during their other content for proper integration to show understanding of the vocabulary and subject.

21st Century Skills and Readiness Standard

Critical thinking skills and social emotional skills were used today because they needed to directly relate what they learned to their own emotional states.

Reading, Writing, and Communicating—"Use language appropriate for purpose and audience," "oral expression and listening"

The students had to use the vocabulary words in the correct purpose and tone for the classroom which was their audience. They also had to participate by giving answers throughout my questioning which is begun by intentional listening on their part.

Understandings

Internal Conflict
External Conflict
Narrative Writing
Resolving Conflict

Essential Questions

Can you identify between internal and external conflict?
Why is conflict important to reading and writing?
How does conflict influence your life?

Learning Targets

Every student will be able to: identify between internal and external conflict

I can: see why conflict is used in writing stories with plot

This means: that my writing should have a cumulative conflict and a way to resolve it somewhat

Assessments: We will do in class activities to check their understanding. I will read a scenario and they will say internal or external conflict. I will give them half of a scenario and they will finish it by adding conflict.

BEING HUMAN: CONFLICT HAPPENS.

Schedule

Silent Reading—15 minutes

Directions and Introduction—vocab words—5 minutes

Mini Lesson—includes handout and video—15 minutes

White Board Activity—includes white boards—15 minutes

Value Activity—includes handout—10 minutes

= 60 minutes (not including transition times)

Introduction Set

The strategy I intend to use is: giving a rundown of what the class will look like. That will include learning targets and essential questions. I will also point to the vocab words on the board and explain that they are on the handout providing context clues. If a student uses one of the words throughout the class (during the right time—meaning they can't interrupt anyone), then I will give them candy next class.

I am using this strategy here because: this is a new structure for them so they need a little more explanation and introduction to keep the transitions smooth. They also should also receive the learning targets and essential questions.

Procedures

The strategy I intend to use is: passing out a handout that gives definitions, examples, and application about conflict. We will go over it as a class and I intend to have students participate. There will be a one-minute clip to show an example of external conflict. Then, each student will have a white board and they will write answers to my differentiation questions and hold them in the air.

I am using this strategy here because: this is a new concept so they need to access background information and have structure for new information. But engaging them in the process will help them retain it a lot better and plus, using examples will help them grasp the big idea better. They will have to raise their hand and give an example of movies that have types of external conflict. Then, doing the white board activity allows everyone to participate in a safe place. Plus, it's an understanding check for me to see if they are getting the big ideas.

Teacher actions: I will be in the front of the classroom to grab their attention and be communicating clear by emphasizing main points with a louder crisp voice. Then, I will have expectations for students raising their hands to answer my questions. My goal is to keep checking their understanding by on-the-spot and go-with-the-flow critical thinking questions, especially after the video. What was the conflict? Why was it important to her to get access from the court? Giving directions step by step is important for the structure of the class. Relating the information back to the learning targets is also important to their learning.

Student actions: Following along, reading, and participating is my expectation. They will write down examples, write down answers, share examples, and share answers.

Data collected: How many of the students are getting the white board activity correct? How many of the students are feeling comfortable enough to share?

Closure

The strategy I intend to use is: giving them a list of personal values that they have to look through. They will put a check mark by values that they internally battle with. They will put an arrow next to important values that are hindered by outside circumstances.

I am using this strategy here because: they are applying their differentiation skills about internal and external conflict to their own lives.

BEING HUMAN: CONFLICT HAPPENS.

Differentiation

Modifications: Kaiah is allowed to leave class to go to the wellness center (which other students can if they talk to me about it) and can take any of the work she didn't finish home. I chose to do a handout so that all students could see conflict in a structured way, but I hope that it will help Mason especially. And if he asks for repeated directions, I would never take that personally. Again, other students are welcome to ask questions and I hope to address their needs as well. I'll be sure to check on Lanie throughout the class because her IEP asks for understanding checkpoints and longer deadlines. Like Kaiah, Lanie can bring her work back at a later date.

Extensions: Due to the nature of today, there isn't a ton of independent work which means gifted students won't have a lot of time to work ahead with extended content like other days. Today's lesson is about new content and practicing the skill as a class. I don't want to jump to assigning them extra homework, but I would consider giving them the opportunity as always and not particularly for this day but as something we had already talked about that they can turn in their outside writing or ask for more reading with a discussion about it. Plus, today required student participation which allows advanced students to take the lead if they choose.

Assessment

Today's assessment is the white board activity and the personal value activity which asks for application of the new information in different forms. The goal is that students will succeed in at least one activity and will help scaffold their learning.

BEING HUMAN: CONFLICT HAPPENS.

Character + Want + Obstacle = Conflict

Elie + wants to survive + his Dad sometimes weakens his chances = conflict

Nemo's dad + wants Nemo back + cannot get to him = conflict

Purpose

- when facing barriers, it reveals our values and who we are or who the characters are
- conflict is **inevitable** so resolving conflict is necessary to reach our goals
- relating to conflict in the characters is how we connect to stories

Internal Conflict

→ In person's mind (Character vs. Self)

→ **Contradicting** internal values and ongoing emotional **turmoil**

→ *Example:* Elie was unsure about his religion in the camps

→ *Example:* Troy Bolton can't pick between basketball and theatre

External Conflict

→ Between a person and someone or something (Character vs. _____)

→ Up against nature, people, events, or situations

→ *Example:* Elie was being **oppressed** by the Nazi reign

→ *Example:* Ron Weasley gets jealous of Harry Potter

Character vs. Character	family drama, romance, villains	
Character vs. Society	Government, generalized body of people, industry	
Character vs. Nature	Wildlife, apocalypses , weather	
Character vs. Technology	Robots, machinery, devices	
Character vs. Supernatural	Aliens, monsters, ghosts	

Narrative Writing

What are the characters' fears and core values?

What are the characters' goals and wants?

What gets in the way of these desires?

How will it get **resolved**?

BEING HUMAN: CONFLICT HAPPENS.

-White Board Activity-

Is it external or internal conflict?

You love going to soccer practice every Friday night. However, last week you had to go to dinner with your family instead, and this week a friend has invited you to the movies.

At a school dance, you spent a lot of time talking to a friend from your math class—just showing them how to do the woah you know. Now another classmate has spread rumors around school about the two of you.

For the past month, you have been picked on the school bus by older middle schoolers. They typically belittle you and sometimes even deliberately say names. Finally one day, you build the confidence to say something about it.

You have a project due on Monday. Even though you have had several weeks to read, by Sunday night you've only read half the book. To make things worse, your teacher has stated, "I have high expectations for this assignment."

Your school has a state level ice-hockey team—for boys. When you and a group of girlfriends want to start a girls' hockey program, you're told that, although it's a nice idea, there just isn't enough money in the athletic budget.

Although your friends say that you're very attractive, you think just the opposite. You are overly critical about your own physical appearance.

You think someone from your fifth period class has been really nice to you and have made those awkward eye contact moments so you've been trying to work up the nerve to ask him/her out, but you're just too nervous.

Your dad is driving you and your friends to a big football game in town. Although you left in plenty of time, he seems to have lost his way. You think you saw the football field a couple of blocks back. When you tell your dad, he says, "Who's driving—you or me?"

--

I have been saving up to buy a longboard, but _____

When we were talking about our music video to DJ Khalid, you kept saying "you" and not "us" or "we." I appreciate all your hard work, however _____

BEING HUMAN: CONFLICT HAPPENS.

List of Personal Values

First, put a check mark by values that you internally go back and forth with. For example, I sometimes feel very strongly about being healthy and attempt to eat lots of vegetables and exercise, yet some days I just want Chick-fil-A and ice cream. **[INTERNAL CONFLICT]**

Then, put an arrow next to important values that are hindered by outside circumstances. For example, I want to feel peace in my life, but I worry a lot about my dad's health. **[EXTERNAL CONFLICT]**

- Accountability
- Advancement
- Balance
- Change
- Compassion
- Confidence
- Creativity
- Democracy
- Efficacy
- Ethical practice
- Flexibility
- Health
- Honesty
- Independence
- Integrity
- Knowledge
- Loyalty
- Order
- Personal development
- Power
- Recognition
- Responsibility
- Self-awareness
- Service
- Spirituality
- Trust
- Achievement
- Adventure
- Belonging
- Community
- Competitiveness
- Cooperation
- Decisiveness
- Diversity
- Efficiency
- Fairness
- Family happiness
- Friendship
- Helpfulness
- Inclusiveness
- Inner harmony
- Involvement
- Learning
- Money
- Peace
- Pleasure
- Purpose
- Respect
- Security
- Self-actualization
- Social awareness
- Tradition
- Vision

BEING HUMAN: CONFLICT HAPPENS.

POST LESSON REFLECTION

1. To what extent were lesson objectives achieved?

As a reminder, the objectives were: differentiating between internal and external conflict, how conflict influences their everyday life, and understanding why conflict is important to their reading and writing.

First of all, I feel like the students did master the skill of identifying between internal and external because each student ended up agreeing with each other on some of the scenarios I laid out. They all felt confident. And when we did our mini writing quiz, they identified the conflict even though it wasn't asked for. They exemplified their knowledge.

Second of all, they had to think about their personal values in their everyday lives in ways that connected to internal and external conflict. Because this was a personal matter, I did not collect the sheets like I did for the mini quiz. I even "graded" the quizzes to hand back for feedback. Everyone received checkmarks.

Third of all, I am not fully aware if all students understood how important conflict is to reading and writing because it will have to be applied to their fiction writing right now, but I do know that we touched base on the learning target itself. I told the class, "think about how all these different types of conflict can be placed inside your stories." We practiced writing a few short conflict pieces based on a scenario so that they had to start thinking about how it literally goes into their own work.

Overall, I feel like achieving the objectives was successful based off their participation, answers, and activities.

2. What changes, omissions, or additions to the lesson would you make if you were to teach again?

Something I try to focus intentionally on since it doesn't come naturally is saying clear directions and concise introductions. Once I get into the lesson, I'm on a roll, but beginning the day is a little bit daunting. Maybe for my future classroom I will have a beginning routine that starts the day smoothly no matter what and allows me to display the learning targets, touching on them and moving on. I could possibly add another short movie clip to showcase a different type of conflict because the students seem to grasp the idea from "Hidden Figures" well. I decided to add vocab words because it's part of the standards and an important element of being a writer and reader, however it was confusing to them as to why there were these vocab words. They probably were thinking, why do I need to know these? I tried to do my best to explain my reasoning, but I get it, it was random to them.

3. What do you envision for the next lesson?

Since they started their fiction writing, I would have them build upon their assimilated knowledge from today and have them apply it. What type of conflict relates to the plot you have chosen? How will it be resolved? What type of conflict will it be? A graphic organizer could help here. But just like I plan on doing, I will hand back the writing quizzes so students can see my feedback. We could also reflect on the personal value sheet that they closed with since they had more time to absorb it and decide whether to share or not. I could connect this new information to their previous lesson about plot diagrams. Integrating all these tools into one belt could help organize their thoughts.