

Conflict Resolution

Lesson Objective	(Comprehension) Students will track the development and resolution of a conflict in literature.	
Vocabulary	<p>conflict: a struggle between two forces</p> <p>plot diagram: a graphic organizer that outlines the development and resolution of a story</p>	
Reviewed Vocabulary	climax, exposition, falling action, plot, resolution, rising action	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Timer 	<ul style="list-style-type: none"> • Student Booklet

Preview

Conflict is an essential element in literature. Writers often build, layer, and connect many different conflicts in stories.

The purpose of this lesson is to examine the way conflicts are developed and resolved in literature. The skills you will be learning will apply to writing your own stories, as well.

Engage Prior/Informal Knowledge

What is a conflict? *(Answers will vary. Possible answers include: two people fighting, something not going well.)*

In literature, a conflict is a struggle between two forces. Life is full of conflicts, as are TV shows, movies, stories, and books. What are some examples of conflicts from movies you've seen or books you've read in the past? *(Answers will vary.)*

Watch For



Students might focus on conflicts between two people or groups of people. For example, they might list only examples of two people fighting. Explain that a forces in a conflict can also be between people and nature, people and society, or people and themselves.

This lesson will help you track the development and resolution of a conflict in a text by using a plot diagram.

Demonstrate

1. Introduce the components of the plot diagram.

Display the *TM#1: Demonstrate and Practice—Plot Diagram* graphic organizer, and briefly explain each part of the plot.

This is a plot diagram, which you may have seen before. A plot diagram is a graphic organizer that outlines the development and resolution of a story.

The *exposition* lays out the most important information to help draw us into the conflict, usually telling us about the setting and the characters.

The *rising action* develops the conflict. We begin to get a sense of tension, a feeling that something is going to happen.

The *climax* is the most intense part of the story. It's the turning point, where the conflict will either be resolved or not. Usually there's some kind of change for the main character.

The *falling action* is the part of the story right after the climax.

The *resolution* is how any loose ends in the conflict are tied up.

Tracking the development of a conflict in a story can help you see how the details in a story are tied together.

2. Illustrate the components of the plot diagram by providing an example.

Choose a popular movie that you and many students have seen. Define the main type of conflict. While the students listen, describe the plot of the movie.

Hold your hand horizontally in front of you as you begin to set the scene (the exposition).

Describe how the conflict in the movie begins to build, and turn your hand at a rising angle to match the rising action part of the plot diagram.

As you describe the plot of the movie, move your hand to match the appropriate part of the plot diagram.

Practice

1. Complete the *TM#1: Demonstrate and Practice—Plot Diagram* with class input.

Display the *TM#1: Demonstrate and Practice—Plot Diagram*.

Ask students for an example of another movie that most of you have seen. With the students, complete the *TM#1: Demonstrate and Practice—Plot Diagram* graphic organizer for this second movie. In order to maintain the pacing and clarity of instruction when eliciting responses from students, limit responses to no more than two responses per item.

Teacher Note

Be sure to choose a movie that you know well, so you can guide students in describing the plot of the movie.

Instead of a movie, you may decide to select a story that is familiar to the students. This allows students to benefit from experiencing the idea of plot and conflict using authentic text.

2. Students work in pairs to complete the *SB#1: Practice—Plot Diagram*.

Have pairs of students select a movie or story of their own and complete the *SB#1: Practice—Plot Diagram* graphic organizer. If you prefer, assign students to complete the *SB#1: Practice—Plot Diagram* based on a story you have read as a class.

Have students restate the directions and check for understanding. Set the timer for 10 minutes.

Watch For



Students might be too broad or general in their descriptions of the plot. For example, they might try to list too many details or confuse subplots. Explain that for this activity, they should try to focus on a single conflict in the movie or story.

Circulate while the students are working, check for understanding, and provide corrective feedback as needed.

3. Students share responses.

When 10 minutes have passed, ask for volunteers to share their ideas.
Have students make corrections or additions to their own papers.

Independent Practice

1. Have students complete the *SB#2: Independent Practice*.
2. Collect the materials, score the work, and check for mastery.

Teacher Note

As an extension of this activity, have students complete a plot diagram for a subplot or parallel plot in a story they have read. Explain that an author can develop two conflicts at once to make a story more complex.