# Course Data

**Grade Level:** 6th

**Unit Topic:** Language Arts – Theme “Technology”

**Lesson Topic:** Conflict

**Length of Lesson:** 45 min.

**Standards**

􀀳 **0601.8.6** Differentiate between internal and external conflict.

􀀳 **0601.8.7** Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person

vs. environment, person vs. technology) present in literary plots.

**Materials**

Slips with “Conflict Type” to give skit groups.

*Hatchet* Conflict Worksheet

# Lesson Objectives

TSWBAT classify various situations as internal or external conflict.

TSWBAT categorize various conflicts as man vs. man, self, nature, technology, etc.

TSWBAT create a skit exemplifying a type of conflict seen in literature.

TSWBAT analyze conflict’s effect on a story.

# Anticipatory Set/Focus

|  |  |
| --- | --- |
| ABK | Think of 2 examples of a book/movie you have read/seen recently. Think about the conflict that occurred in it. Write both examples down on a paper. |
| IA | Every student offers one of his/her examples of conflict from Set and write them all on the board/type them on Promethean in *list* format. None are to be repeated.ABK from introductory lesson:1. Practice categorizing the list of conflicts by **internal/external**.
2. Practice categorizing by type **(man vs...)**
 |
| RRL | If you were to take the conflicts out of these movies/books, how would it affect the story? *Boring, loses entertainment value.* |
| LL | Today we are going to discuss the element in literature called “conflict,” which was introduced in the jigsaw activity Monday.  |
| EQ | How does and author use conflict to enhance a story? |

# Instruction

1. Set/Focus
2. Separate students into groups. Assign each group a type of conflict:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | *5* |
| Man vs. Man | Man vs. Self | Man vs. Nature | Man vs. Technology/Machine | *No Conflict* |

1. Students will work on skit for about 5 minutes in separate corners of the class. Each group will present their skit without telling what their conflict is. The rest of the class must guess what the conflict is. Each skit should only take about 1-2 minutes to present.
2. Each student will return to his/her seat and pull out a Literature textbook, turning to *Hatchet*. Teacher will also pass out the “*Hatchet* Conflict Chart.”
3. **THINK:** Referring back to *Hatchet,* students will try to find an example of the each conflict from the story. They will work individually first. Then, as a group they will discuss what they find. They must support the example with textual evidence on the graphic organizer.
4. **PAIR:** Continue working with a partner to fill in chart.
5. **QUAD:** Share with group.
6. **SHARE:** Each group will share one example of conflict with the class until all are addressed.

**Assessment**

|  |  |
| --- | --- |
| Informal | Formal |
| Watching skits, giving feedback during lesson.Monitor groups. | Conflict *Hatchet* worksheets |

**Closure**

Have students share what the different types of conflict are. Ask them what their favorite one is and why (allow a few students to share). Exit slips!

(Cut up into small slips for each group)

**Man Vs. Man**

**Man vs. Self**

**Man vs. Technology**

**Man vs. Nature**

**Exit Slip – Conflict**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: In a brief response (3-5 sentences), answer the following.*

How is conflict important to a story? Explain using an example from *Hatchet*.

Create your own example of a *Man vs. Technology* conflict, as if you were going to write a story about it.