October 14, 2019

**Learning Outcome:** How do we identify and describe the conflict in the novel *Speak* in order to gain a deeper understanding of the major characters’ development?

**Kickstart**: Students will respond to one of the following writing prompts—

**Student Directions:** Choose one of the topics below. Free write for 4-5 minutes about a time when you……

a.) Overcame a fear

b.) Have been gossiped about for something that people did not understand

c.) Felt silenced or without a voice

d. Have been misunderstood by your friends

**Share Out**: Teacher will select 2-3 students to share out their responses to the motivational activity.

**Mini Lesson:** Teacher will use a Power Point presentation to review the six conflict types (man vs man, man vs. self, man vs. society, man vs. nature, man vs. technology, & man vs. the supernatural) The PPT will also include the categories that the 6 types fall into **INTERNAL** and **EXTERNAL**. Students will be instructed to take notes on the pertinent information.

**Independent Work:** Students will independently complete apportion of the conflict graphic organizer related to the novel that the entire class is currently reading. They will be required to revisit the sections that have been assigned and will be charged with locating conflicts from the 4 conflict types to complete their worksheet.

**Share Out:** 2-3 volunteers will be chosen by the teacher to share their responses with the whole class.

**Collaborative Work:** Each of the groups will work collaboratively to create a poster that showcases at least two different types of conflict from the novel *Speak*. The groups will be responsible for identifying a minimum of four quotes that accurately demonstrate the main character Melinda’s conflict(s) and how each one propels the action in the literary work.

**Homework:** Students will complete the conflict worksheet for homework.

**Differentiation:** Students in the honors classes will be given a choice of 4 writing prompts; students in the ICT classes will be provided with 2 writing prompts from which to select for the “Kick start” activity. There will also be student choice involved with the exit ticket.

**Exit ticket:** Students will complete **an exit ticket** to demonstrate their understanding of the day’s lesson.

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|  **Types of Conflict.** In this column, identify the type of conflict that is present (man v. man, nature, self, or society) and whether the conflict is **INTERNAL** or **EXTERNAL**.  |  **Characters Involved.** Identify the character or Characters who were involved in the conflicts that you have identified.  |  **Textual Evidence.**Include relevant quotations from the text that will serve as evidence of the conflicts that the characters are involved in. |  **Predictions.**Based on each of the conflicts that you have identified, make a prediction about what you believe will take place as a result of the conflicts that the characters are engaged in. |  |
| 1.) |  |  |  |  |
| 2.) |  |  |  |  |

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

Directions: Read pages – in the novel, *Speak*. Complete the graphic organizer for the conflicts that you find during the sections of the novel, *Speak* that you read today. As you encounter conflicts in the novel, write them down in the boxes below. Remember to indicate the page on which you found the conflict, what type it is, and the characters who were involved.

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| --- | --- | --- | --- | --- |
| 3.) |  |  |  |  |
| 4.) |  |  |  |  |

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Exit ticket: Select one of the following to complete as evidence of your understanding of today’s lesson.

A.) Tweet in 25 characters or less a response to today’s lesson. Provide information to an absent classmate or to a school official that provides information about the important aspects of today’s lesson.

B.)Create a power question: a higher-order thinking question for the class to respond to during tomorrow’s lesson. (List…, Can you recall….,Identify…, Define…)

Homework: complete the conflict worksheet, Complete the review worksheet on concrete and abstract verbs.

**Checks for understanding:**

**Beginning:** Conflict is defined as…

**Middle:** Identify the six types of conflicts that are present in works of literature. What two categories do each of the conflict types fall into?

**Concluding:** Describe one major conflict that was faced by one of the characters in the novel, *Speak. What was the conflict type? Was it internal or external?*