

Teacher Notes



Conflict and Plot

Activity 2 Collaborating on Conflict and Plot

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Elements
- ◆ **Topic:** conflict And Plot
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** none
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ TI External Keyboard
- ◆ TI-Connectivity Cable
- ◆ Unit-to-unit cables
- ◆ NoteFolio™ Application
- ◆ NoteFolio™ file: **PLOT2.8xv**

Activity Overview

Using one or more short stories of the teacher's choosing, the students will analyze conflict and plot. With the teacher's assistance, the students will then evaluate how the conflict and plot are used to contribute to the meaning and literary merit of the selected short story.

Tip

It is important to select a short story (or stories) in which the conflict and plot are clearly elaborated and add to the meaning and literary craft exhibited in the story.

Directions

Before the Activity Begins

Decide if the entire class will read the same story in their groups or if each group will read and analyze a different story. Be sure to have enough copies of the story or stories for the entire class.

Review the terms *conflict*, *plot*, *exposition*, *rising action*, *climax*, *falling action*, and *resolution*. Refer to the **Plot and Conflict Diagram** from Activity 1 as a form of quick review.

Remind the students that in the literature they read inside and outside of class, the conflict and plot are important to the meaning and merit of the story. Tell the students that in this activity, they will read a short story (or stories) and analyze the conflict and plot using the same method they practiced in Activity 1.

Using the procedure described in Activity 1, send the NoteFolio™ file, **PLOT2.8xv**, to the student devices.

During the Activity

Divide the class into small groups of three or four students. Direct the groups to read the short story assigned to their group. As they read, each student should pay special attention to the details that relate to the conflict and different parts of the plot.

Circulate among the groups to help the students identify the conflict and plot of their story. The students will use their TI-83 Plus devices and TI External Keyboard to analyze and record the plot of the story as well as the conflict contained in the plot. Before starting the analysis of the story, each group should select one member to be the scribe for the group. This person will use the TI-83 Plus and the **PLOT2.8xv** file to record the group's analysis of the following points, as prompted in the file:

- ◆ Identification of the conflict
- ◆ Identification (by name) of the type or types of conflict
- ◆ Identification of the story's exposition
- ◆ Identification of and details about the rising action
- ◆ Identification of the climax
- ◆ Identification of and details about the falling action
- ◆ Identification of the resolution
- ◆ The group's critique of the function of the development of conflict and plot in the story

When the group has completed its analysis, the scribe should send the completed file to each member of the group using the unit-to-unit cable.

After the Activity

When all students have a copy of their group's file on their devices, bring the class back together to share and evaluate the different responses to the group critiques. Use this exercise to evaluate the responses for accuracy, and clarify concepts that are unclear to the students. Students should agree on and understand conflict and plot as developed in the stories.

To complete this activity, lead the students in a critique of the author's use of conflict and plot as related to the meaning and literary merit of the story. Be sure they cover all aspects of the plot's development as well as the techniques the author used to build the plot. Have the students update their group response with additional information during this discussion, if they wish.

Inform the class that in the next class meeting, they will be designing original plots based on conflicts of their own creation. They will use the criteria they have just discussed to do this. If this lesson is part of a unit that will end with the students writing their own narrative story, their plot and conflict can be designed around the characters and settings they created in the lessons on **Character and Characterization** and **Setting**.