

Teacher Notes



Conflict and Plot

Activity 3 Assessing 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: **PLOT3.8xv**

Activity Overview

In this activity, students will develop original conflicts and plots for potential use in original stories. The NoteFolio™ file, **PLOT3.8xv**, will aid them in using prompts for the criteria established in Activities 1 and 2. Students will assess each other by exchanging work using the unit-to-unit cables. The file helps the students create meaningful critiques with prompts that enable them to assess whether the plot ideas exhibit understanding of the necessary terms.

This plot development exercise can be used by itself or in combination with characters and settings already developed (in the lessons on **Character and Characterization** and **Setting**) to write original stories.

Tip

Give students a list of possible plot lines to choose from to develop their original story ideas. If some students have ideas of their own, they should be encouraged to use them.

Directions

Before the Activity Begins

Review the terms *conflict*, *plot*, *exposition*, *rising action*, *climax*, *falling action*, and *resolution*. Review how the plot is developed through details elaborated in

the five parts of the plot, and remind the students that these are dependent on a compelling conflict. Refer to Activities 1 and 2 to do so.

Using the procedure described in Activity 1, send the NoteFolio™ file, **PLOT3.8xv**, to the students' devices.

During the Activity

Begin by leading the students in brainstorming possible ideas for plot lines and conflicts. If they have already developed characters and settings, remind them to keep these in mind as they plan. The students should use their TI-83 Plus devices and keyboards to develop and store their conflict and plot ideas. If the teacher desires, the students can work in teams of two.

Each student or team will be prompted to do the following to develop his/her conflict and plot:

- ◆ choose a conflict type
Choices: person versus person, person versus nature, person versus society, person versus fate, person versus self, or some combination
- ◆ elaborate the conflict(s)
- ◆ choose a plot line
Sample choices: action, romance, humor, horror, drama, and so forth.
- ◆ identify what the exposition will be
- ◆ create events of rising action
- ◆ name the climax event(s)
- ◆ create events of falling action
- ◆ describe the resolution

After each student or team has developed a conflict and plot, they should exchange their files with another student or team using unit-to-unit cables. Students will be prompted to assess each other's conflict and plot ideas for effective development and understanding of the concepts explained in this lesson.

After the Activity

When the assessment is completed, the students or teams should review the assessment of their work. If the teacher desires, the students can be allowed to revise their plot and conflict to improve their work and incorporate any suggestions made by the reviewers.

Spend time with the class reviewing and discussing the different plots and conflicts developed by the students. Point out different elements that were effective in these plots, and brainstorm ways in which weaker or less effective elements could be improved.

If the teacher is using this lesson to build the students up to writing their own original narrative, this may be a good place to stop and quickly review the different story elements that the class has already investigated. Point out how each element interacts with and contributes to the other elements as well as the overall effect of the story.