5 Types of Literary Conflict

*Created by:* Michael Stencil  
*Title/Role:* Media Specialist  
*Organization/School Name:* East Middle School  
*Location:* Maryland

**Grade Level:** 8  
**Type of Lesson:** Stand-alone lesson  
**Type of Schedule:** Flexible  
**Collaboration Continuum:** Moderate  
**Content Area:** Language Arts  
**Content Topic:** Conflict in Literature

**Standards for the 21st-Century Learner**

**Skills Indicator(s):**
2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

**Dispositions Indicator(s):**
2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

**Responsibilities Indicator(s):**
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

**Self-Assessment Strategies Indicator(s):**
2.4.3 Recognize new knowledge and understanding.

**Scenario:** The SL should meet with the Reading/Language Arts (RLA) teachers to determine when this lesson will take place throughout the year. In the literature unit, RLA teachers will teach a lesson introducing the five types of conflict to the students before this lesson takes place. This lesson allows the students to use their prior knowledge and their previewing skills to identify the conflict of many different books. The curricular objectives state that students should be able to identify internal and external types of conflict seen in literature. This lesson will support and extend the learning that took place in the classroom. Following the lesson, teachers may want to create other opportunities for the SL to support other elements in literature.

**Overview:** Students will identify the five different types of conflict shown in literature through an examination of books. Books will be grouped according to their specific type of conflict, but unlabeled so students will have to use their previous knowledge and previewing skills to identify the type of each group.

**Essential Question:** What are the five basic internal/external conflicts that are found within literature?

**Final Product:** In a group, students will complete a SL-created handout identifying the conflict type of the
literary books found at each station.

**Library Lesson:** Students will work in a group to draw conclusions based on their prior knowledge and previewing strategies.

**Estimated Lesson Time:** 45 minutes

**Assessment**

**Product:** SL and teacher will assess the students’ completed handouts for a correct match between the books and the five types of conflict.

**Process:** SL and the teacher will observe and listen to the various student groups as they determine the type of conflict found in each book.

**Student self-questioning:** Did I participate well in the group activity today? Was I able to preview a book and determine the main conflict found within? Were we able to come to a conclusion about which type of conflict the books had at each station?

**Instructional Plan**

**Resources students will use:**
Text (books, letters, poems, newspapers, etc.)

**Resources instructor will use:**
Other

**Other instructor resources:** SL created handout, SL created exit slip, and the attached list of suggested books to use in the round robin type activity. The books are only suggestions and can be changed. More books should be added to accommodate a higher number of students.

**Instruction/Activities**

**Direct instruction:** As the class enters the media center, the SLMS will ask the students to sit down at the tables with books on them, and examine the books at the table. The SLMS will then ask the students if there are any connections between the types of books. The SLMS will allow for answers, and then tell the students that the books all share the same basic type of conflict. The SLMS will then discuss each of the five types of conflict.

**Modeling and guided practice:** After discussing the five basic types of conflict, the SLMS will then provide examples from either other books separate from the activity or popular movies. Students will determine which type of conflict each example has and participate in the discussion.

**Independent practice:** The SLMS will then pass out the handout to the students and review the directions. The students will preview through the books and discuss which type of conflict all of the books at their station share. Students will have an allotted amount of time at each station, and when the time is up, they will proceed to the next station until they have completed all five. The suggested booklist is attached to this lesson as an attachment.

**Sharing and reflecting:** The SLMS and the teacher will then have the groups share their answers with the class. The group’s answers will be discussed, and the teacher and SLMS will explain that some books will fall into more than one category. Students may also be asked to check out a book of their own
choosing where they will continue to work on identifying conflict types in their RLA classroom. Upon their exit from the media center, students will complete an exit slip identifying the five types of conflict in a literary book.

Have you taught this lesson before: Yes

Strategies for differentiation: Different books could be chosen for students with lower reading skills or even higher reading skills. These books have a variety of levels, but some differentiation could be necessary to help everyone be successful.

AASL/Common Core State Standards Crosswalk

English Language Arts:

CC.8.W.2.b » English Language Arts » Text Types and Purposes » b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8)

CC.8.W.3.e » English Language Arts » Text Types and Purposes » e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8)

CC.8.W.7 » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8)

CC.8.W.10 » English Language Arts » Range of Writing » 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8)

CC.8.SL.1.a » English Language Arts » Comprehension and Collaboration » a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (8)

CC.8.W.2.a » English Language Arts » Text Types and Purposes » a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (8)

CC.8.R.I.8 » English Language Arts » Integration of Knowledge and Ideas » 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (8)

CC.8.R.I.9 » English Language Arts » Integration of Knowledge and Ideas » 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree
on matters of fact or interpretation. (8)

**CC.8.R.L.7** » English Language Arts » Integration of Knowledge and Ideas » 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (8)

**CC.8.R.L.9** » English Language Arts » Integration of Knowledge and Ideas » 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (8)

**CC.8.W.5** » English Language Arts » Production and Distribution of Writing » 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (8)
Suggested Book Titles for Conflict in Literature Lesson

Person versus Person

Alcatraz versus the Evil Librarians by Brandon Sanderson, Scholastic, 2007.

Person versus Nature

Life as We Knew It by Susan Beth Pfeffer, Harcourt, 2006.

Person versus Self

Cut by Patricia McCormick, Front Street, 2000.

Person versus Society


Person versus Fate