Teacher's Guide: Character Conflict: Language Immersion

Recommended Grade Level: 5–8
(also applicable to grades 9-12 for students requiring significant support in learning)

Suggested Time: About 50-60 minutes spread over one or more class periods, plus additional time to complete a writing assignment

Goals

Following are the big ideas that students should take away after completing this lesson:

- Conflict is a part of human life.
- Conflict in a story creates action and moves the plot forward. Characters experience internal and external conflicts.

Vocabulary

(See definitions on page 6.)

- conflict
- external
- immersion
- internal
- resolution

Key Literacy Strategies

Following are the primary literacy strategies students will use to complete this activity:

- Determining important information (screens 4 and 9, writing assignments 1 and 2)
- Making inferences (screens 5 and 7)
- Constructing summaries (screen 8, writing assignments 1 and 2)
- Comparing and contrasting ideas (screen 11)

Note: In addition to the key literacy strategies listed above, students will also use each of these strategies to complete this lesson:

- Monitoring comprehension
- Synthesizing
- Making predictions
- Developing vocabulary
- Connecting prior knowledge to new learning
- Developing a topic in writing
- Identifying and using text features (photographs, captions, diagrams, and/or maps)

Overview

Character Conflict: Language Immersion is a student-directed learning experience. However, while students are expected to work through the lesson on their own, teachers should be available to keep the lesson on track, organize groupings, facilitate discussions, answer questions, and ensure that students meet all learning goals.

The following is a summary of the lesson screens:

Screen 1: Students read about conflict as a plot element, and think about conflicts that characters have with other characters and have within themselves.

Screen 2: Students read a brief definition of literary conflict and a short description of the story plot in the videos they are about to watch. They also read about the role that conflict plays in that story.

Screen 3: Students learn what the goals are for the lesson, which strategies they will be using to complete the lesson, and the important vocabulary words they will use during the lesson.

Screen 4: Students read a brief introduction to the video that explains that the main character, Moises, is struggling to read a story problem in math class. They then watch the video. After watching the video, they write notes to a prompt that asks them to identify at least two of the conflicts they have seen.

Screen 5: Students watch two videos. The first illustrates Moises's external conflict with a bully named Enrique, and the second video shows the resolution. After viewing both videos, students write a comparison of how Moises reacted to Enrique and how his brother, Luis, reacted to Enrique, and what they think Moises learned from Luis's response.

Screen 6: Students again watch two videos. The first illustrates Moises's internal conflict as he decides whether to take the math test, which he feels he will not do well on because of his limited English. Then they watch the second video to see how Moises resolves his internal conflict.

Screen 7: Students read a brief summary of the external and internal conflicts that Moises faces, and then write their opinion about which is more difficult for him to resolve.

Screen 8: Students read a PDF text describing internal and external conflicts in literature, and how one type can evolve to include the other.

Screen 9: Students answer three multiple-choice quiz questions to show their comprehension of the plot of the videos and their grasp of internal and external conflict.

Screen 10: Students complete an interactive vocabulary activity, and then choose two words from the vocabulary list and write a new sentence for each word. These tasks demonstrate their understanding of the meanings of the words.

Screen 11: Students use an interactive activity to categorize descriptions of various conflicts and show their understanding of internal or external conflict.

Final
Assignment: Students select and complete a writing assignment about the lesson topic.

Before the Lesson

❑ Go through each screen of the lesson, including all the interactive activities, so that you can experience ahead of time what students will be doing. As you go through each screen, jot down your own expectations for students' responses.

❑ Determine if students will be working individually or in pairs on the lesson. Some students may be able to work independently with little or no support. Students who are less familiar with the subject area or who struggle with literacy skills may benefit from working with another student. An effective way to do this is to pair a stronger student with a less able reader. You can also have students work individually on certain tasks and in pairs on others, depending on their experience and needs. If students will be working in pairs on any portion of the lesson, let them know if they will be expected to type in their notes individually or together.

❑ Provide instruction on key vocabulary (vocabulary words are defined in the lesson on screen 3, and on page 6 of this guide).

❑ Determine what students already know about both internal and external conflict as plot elements in stories (books, movies, other). Record their ideas on a two-column chart with the headings "External" and "Internal." This will give you a sense of students' possible misconceptions and the background knowledge they have before beginning this lesson. If time allows, return to the chart after students have completed the lesson to add new learning and correct misconceptions. Note: You may want to record their new learning in a different-colored ink so they can see how much they've learned.

❑ Arrange computers with Internet access so students can work individually or in pairs.

❑ Before students begin, suggest a timeline for completing the lesson, mention the different types of media they will encounter, and let them know how you expect them to submit their work. You may want to provide an outline of this information on a chart, chalkboard, or whiteboard, or as a handout.

Lesson Assessments

The following are descriptions of the lesson features that will be part of the packet of materials that students will submit. Students will use the packet for reference when writing their final assignment. It also serves as a formative assessment tool to monitor students' work as they are progressing through the lesson.

- **Notes** – Students write their ideas in response to a prompt on screens 4, 5, 7, and 8. If time allows, review their notes before students begin their writing assignment.

- **Multiple-choice questions** – Students complete the three questions on screen 9. Walk around to make sure students answer all three questions before they continue. If students click to go to the next page before they finish, their work will not be saved.

- **Match It!** – Students complete an interactive vocabulary activity on screen 10. They begin by dragging the vocabulary terms into the correct sentences. After they finish and save their work, they will be able to check their answers against an answer key. When they

are done, they will be asked to choose two vocabulary words and write a new sentence for each word. Sentences should demonstrate a clear understanding of the meaning of each word. An inappropriate response would be "Conflict is a plot element." An appropriate response would be "Conflict is the problem a character faces and has to resolve."

- **Compare It!** – Students complete the interactive comprehension activity Compare It! on screen 11. Students determine whether a specific conflict is external or internal. Students will not be able to check their answers online, so you will need to provide them with correct answers when they are finished with the lesson. You can choose to review the answers as a class or return the corrected packet of materials to students before they begin the final assignment.

The following are the appropriate categories for each phrase:

Internal Conflict
- self-doubt
- conflicting emotions
- being unable to decide
- unwilling to let people know what you think or believe

External Conflict
- physical danger
- bullying
- competition
- conflicting beliefs or goals

- **Final Assignment** – Students complete one final writing assignment. You can choose to let students make their own selection, or assign one according to your goals for the lesson. Use the rubric on page 7 to assess the writing assignments.

Lesson Aids and Extensions

Use the following suggestions to help students if they are stuck on a particular screen, as follow-up discussions to reinforce learning, and to prepare students for completing their writing assignments.

- **Watching Videos** – Encourage students to watch the videos more than once. After the initial viewing, provide students with a specific content focus to frame their next viewing(s) of the video. This will help them draw connections between the main topic and the information that the videos have to offer. To learn more about best practices for viewing videos in the classroom, check out Effective Video-Based Lessons (http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/).

- **Participating in Discussions** – Organize class discussions or encourage students to talk about their questions in pairs. You may want to use the following discussion starters:
    o Think of another story we have read together. What were some of the external and internal conflicts in that story?

o Which do you enjoy more, stories with internal or external conflict? Why?

o How are Moises's internal and external conflicts different? How are they similar?

o How do you think Moises will eventually resolve each conflict?

o How do Moises's mother and brother influence his decisions about resolving his conflicts?

- **Reading the PDF Text** – Before they read the PDF text on screen 9, ask students to make predictions about which events will be the hardest for Julian to overcome.

- **Sharing Student Work** – It may be motivational, and a further learning opportunity, for students to post their final essays so that their classmates, peers, and/or parents can see them. This may also provide an opportunity for students to comment on and discuss each other's essays.

  If you do not already have access to an online writing community, Teaching Matters™ provides TeXT, free classroom publishing tools that allow teachers and students to create and publish their own online eZine. More information and a free signup are available at Teaching Matters: TeXT (http://text.teachingmatters.org).

- **Reflection and Self-Assessment** – After students have turned in their writing assignments, you can choose to have them assess their learning. Bring students together as a whole class or in small groups to discuss the questions below. You may want to return to the chart of their ideas developed before the lesson and record their new learning. You may also have students respond individually to the questions, and then convene the class to discuss the chart.

  o What did you learn?

  o What was surprising?

  o What questions do you still have?

  o What was the easiest for you to understand and do?

  o What was the most difficult?

Vocabulary Definitions

conflict

A disagreement, struggle, or problem.

external

Outside yourself. An example of something external is your relationships with others.

immersion

Complete involvement with something; experiencing something fully. Immersion is a way of teaching in which teachers only speak the language that students are learning to speak.

internal

Inside yourself. An example of something internal is your thoughts or feelings.

resolution

The way a conflict is solved or ended.

Final Assignment Rubric
Character Conflict: Language Immersion

1. Describe the external and internal conflicts that Moises faces.

2. Watch the full film and consider the conflicts facing another character: the teacher. Describe the external and internal conflicts that she is facing and whether there is any resolution to these conflicts.

4	3	2	1
Provides a clear and accurate response to the question. Ideas are elaborated, with three or more relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides an adequate response to the question. Topic and ideas are generally well organized, with two relevant supporting details from the reading passage, video, and other materials in the lesson.	Provides a generally accurate response, with one supporting detail from the reading passage, video, and other materials in the lesson.	Provides an inaccurate response to the question or fails to address the question. May include misinterpretations. Understanding of the topic is not apparent.
Uses at least three vocabulary words (or a form of the vocabulary words) from the lesson, and uses them all correctly.	Uses two vocabulary words (or a form of the vocabulary words) from the lesson, and uses them both correctly.	Uses one vocabulary word (or a form of the vocabulary word) from the lesson, and uses it correctly.	Does not use any vocabulary words, or uses vocabulary words incorrectly.

Scoring the Rubric

Here are two suggestions for scoring the final assignment rubric. Select the option that best meets your needs or develop your own grading system.

Option 1: This option provides one score for each submitted assignment.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric), for a total maximum score of 8. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
7-8	A	Excellent
5-6	B	Good
4	C	Adequate (Fair)
3 or below	D	Minimal

Option 2: This option provides two scores for each submitted assignment: one for written content and one for the use of key vocabulary. An advantage of separate scores is that you can weight students' comprehension and composition differently than you do their knowledge of vocabulary. It can also help you identify specific needs for future instruction.

Assign a score of 4 or below for the written response (first row of the rubric) and a score of 4 or below for the use of vocabulary (second row of the rubric) and then score them separately. The interpretation of scores is as follows:

Score	Grade	Narrative Interpretation
4	A	Excellent
3	B	Good
2	C	Adequate (Fair)
1	D	Minimal

The final grade may look like this: A/B (A for content and B for vocabulary use).