

Unit #9: Conflicting Stories

Language Arts 8

Mr. Coia

Name: _____ Period: _____

Mon 4/13 (Tues 4/14)

- New unit guide
- Micro-Writing: Life Takes Visa
- Work in IC

HW: Finish *Life Takes Visa* assignment and print in color; reading log due 4/15

**Reading Log Due 4/15 All Classes.
20 books required**

Wed 4/15 (Thurs 4/16)

- In reading groups, pick 2 of 4 stories to read this unit
- Somebody Wanted But So (SWBS)
- Write 2 SWBS for yourself
- Lecture: Conflict → External vs. Internal (LOL 813: definition; EOW 195-196 examples)
- Finding the conflict in three pictures presented in class. Sketch the scene.

HW: Finish SWBO and Finding the conflict

Fri 4/17 (Mon 4/20)

- Read Story 1
- 2 SWBS on Story 1
- Finding the conflict in Story 1
- Lecture: elements of a story
- Where are those elements in your story?

HW: Finish SWBS and Finding the conflict

Tues 4/21 (Wed 4/22)

- Review: Topic sentences
- Write paragraph on conflict in Story 1
- Peer reviews
- Root word quiz: creating 5 nonsense words
- IC: type nonsense words and conflict paragraph

HW: Type revised paragraph on conflict; include first copy

Thurs 4/23 (Fri 4/24)

- Read Story 2
- 2 SWBS on Story 2
- Finding the conflict in Story 2

HW: Finish SWBS and Finding the conflict

Mon 4/27 (Tues 4/28)

- Root word quiz
- Write paragraph on conflict in Story 2
- Peer reviews
- Micro-Writing: 8 Interview Questions

HW: Type revised paragraph on conflict; include first copy

Wed 4/29 (Thurs 4/30)

- *Planning a Story Evaluation* (EOW 302-308)
- Write a story evaluation (draft in class). Evaluate your story as seen in EOW text (about 500 words)

HW: Finish writing your story evaluation

Fri 5/1 (Mon 5/4)

- Typing story evaluation in IC
- Peer reviews
- Revise and turn in final copy

Tues 5/5 (Wed 5/6)

- Root word quiz
- Micro-writing: 55 Fiction introduction
- Read story examples
- Practice writing your own
- Use SWBS to help get you started

HW: Write 4 good 55 Fiction stories

Thurs 5/7 (Fri 5/8)

- IC: Type your two best
- Peer review
- Prepare one for display
- Submit one online for feedback; comment on three others

Standards for this Unit:

- Standard: **E1b:** The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or our books in one genre, and produces evidence of reading that:
- Components: **E1b.1:** makes and supports warranted and responsible assertions about the texts;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections;
- Components: **E3b:** The student participates in group meetings, in which the student:
E3b.1: displays appropriate turn-taking behaviors;
E3b.2: actively solicits another person's comment or opinion;
E3b.3: offers own opinion forcefully without dominating;
E3b.4: responds appropriately to comments and questions;
- Components: **E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:
E4b.1: adding or deleting details;
E4b.2: adding or deleting explanations;
E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;
- Components: **E5a:** The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:
E5a.2: interprets the impact of authors' decisions regarding word choice and content, and literary elements;
E5a.4: evaluates literary merit;
E5a.6: analyzes the reasons for character's actions, taking into account the situation and basic motivation of the character;
E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.

Assignment Descriptions

Reading

In your reading groups, you will select two of the four stories to read and study in this unit about conflict. Please review the stories, and as a group, you will select two.

- "The Treasure of Lemon Brown" by Walter Dean Myers (LOL 17-27, and IR 145)
- "Playing for Keeps" by Jack C. Haldeman II (LOL 499-505)
- "Stop the Sun" by Gary Paulsen (LOL 637-645)
- "Raymond's Run" by Toni Cade Bambara (LOL 648-657, and IR 3)

Choices:

Story 1 _____

Story 2 _____

Writing Opportunities

Micro-writing assignment: Life Takes Visa

This is a slight variance to the American Expression assignment we completed early in the year. Following the ad campaign from Visa, we will create a list of 15 things to do while you are alive. Notice from the examples that these all begin with active verbs (like our directions from the character recipes). Make this not goals just for this year, but activities and dreams to do sometime in the next 80 years. Use vivid verbs and concrete details. Dream big!

Micro-writing assignment: 8 Interview Questions

In pairs, you will create 8 questions and responses written to the main character in one of the two stories. This follows Time's 10 Questions feature. Follow the example for Stephanie Meyer: <http://www.time.com/time/magazine/article/0,9171,1834663,00.html> or Steve Carrell: <http://www.time.com/time/magazine/article/0,9171,1816484,00.html>. Be sure that your paper connects and gives a deep understanding to the character from the story. If you answers could have been given by anybody other than your character, then you didn't do it correctly.

Reading Log

You will continue towards the DoDEA goal of 25 books per year by reading up to 20 books by our next checkpoint on **Wednesday, 4/15**. It must be typed.

Root Word Work

We will continue our study of root words, but we will not add any more. Keep studying, and be prepared for a pop quiz on these 120 roots.

Name: _____ Date: _____ Per: _____

Somebody	Wanted	But	So
Mr. Coia	All students to improve skills in writing and reading	Some did not share his enthusiasm and passion for the written word	He quit teaching English and joined a traveling circus as a part-time juggler and lion tamer.
Write one for you			
Character from Story 1			
Character from Story 1			
Character from Story 2			
Character from Story 2			

Name: _____ Date: _____ Per: _____

Finding the Conflicts

Language Arts
Mr. Coia

Directions: For each of the three pictures that we view in class, find both the external and the internal conflicts. You will create a title for each. Use complete sentences.

Quickly sketch each photo (no art skills needed!)

Picture 1	Picture 2	Picture 3
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Picture 1 Title: _____

The external conflict: _____

The internal conflict: _____

Picture 2 Title: _____

The external conflict: _____

The internal conflict: _____

Picture 3 Title: _____

The external conflict: _____

The internal conflict: _____

Name: _____ **Date:** _____ **Per:** _____

Finding the Conflicts

Language Arts

Mr. Coia

Directions: For each of your stories, find both the external and the internal conflicts.

Story 1 Title: _____

Explain the external conflict:

Explain the internal conflict:

Story 2 Title: _____

Explain the external conflict:

Explain the internal conflict:

55 Fiction Examples Set 1

Mixed-Up Crayons

"Almost there," she stated as we neared the summit. The sun splashed its rich green color on the violet snow. The crisp air turned my fingers a strange yellow. I gobbled my orange before grabbing my gloves.

"Why do they call it an "orange" when it's really brown?" I questioned.

"Are you color-blind?" she asked.

Last Rites

Harold twirled the cigarette between his fingers, occasionally stopping the rhythm to take a long drag. "If this is my last one, I'm gonna enjoy it."

A mask was pulled over his eyes. His wrists were strapped. His feet were fettered.

Harold flicked the cigarette and skied down the mountain a new man: smoke-free.

Playtime is Over

Seems like we've been trapped in here for weeks. I'm hungry and cold. The only source of food is my comrade, resting quietly in the corner of our snow-cave. Moral dilemma? Survival of the fittest?

God forgive me...

"Boys! Dinnertime," Mom yells from the porch. My little brother and I race into the warm house.

Love and a Round Table

Kyle again avoided his English homework. King Arthur meant little to his world of skateboarding and stolen downloadable music. He glanced around the class and noticed Gwen, an exchange student from England. Kyle smiled as he imagined himself in Camelot rescuing his princess from ominous dangers.

He picked up his Excalibur and began to write.

Paradox

After twenty-two years, Thomas's time machine was complete. Sirens and flashes interrupted his tinkering. A machine identical to his own materialized in the laboratory. A bloodied clone of Thomas stumbled out. "Stop!" the stranger shouted, "Don't finish it!" Thomas grabbed a pistol and fired. As he nervously adjusted his glasses, his hand seemed to fade.

55 Fiction Examples Set 2

Delivery

He and his wife had waited for the day their daughter was born for so long. In the car, she was breathing heavily. He squeezed her hand in reassurance.

At the hospital, they were rushed to room 301. He sat down at the end of the bed.

"Hello Kelly," he said to the surrogate mother.

A Free Man

"One more hour George."

"You're finally getting out of this slump."

"You're excited aren't you?"

"Yes, it's been too long"

"Your day will come, Pete, you just wait."

"Well, my time has come... I'll see you later, Pete"

The guard opens the cell, George steps out. He goes and sits on the chair and waits.

May Peace Be With You

"Why did he have to go away?" My mom was asking.

"I didn't," I told her but she didn't listen.

"I can't believe I just let him go."

"You didn't let me go, I am right here."

But then I saw the newspaper in her hand and the title said, *American Hostages Killed in Russia*.

The Sound of a Corner

The ticking of the clock pierced the ears of Frank White in the dark night. "One day I will leave this place, Margaret," said Frank. Silence fell heavily on the dark street corner where they first met.

"One day I will see you again," said Frank, and walk away, alone.

IN THE GARDEN

Standing there in the garden, she saw him running toward her.

"Tina! My flower! The love of my life!" He'd said it at last.

"Oh, *Tom!*"

"Tina, my flower!"

"Oh, Tom! I love you, *too!*"

Tom reached her, knelt down, and quickly pushed her aside.

"*My flower!* You were standing on my prize-winning *rose!*"

HOPE A. TORRES

HEADED FOR TROUBLE

The scantily clad hitchhiker knew she was in trouble the moment she stepped into the car.

The driver gazed disapprovingly at her costume. "Looking for some fun?"

"No . . . I'm just going to the beach."

"Think so? Well, I've got other plans for you, sweetie, and they don't include beaches."

"Guess I'm grounded, huh Mom?"

DICK SKEEN

WAR GAME

Corporal John Thomas covered in the mud as the unreal violence of his first combat exploded around him.

“Johnny!” His mother’s voice echoed above the sound of battle. “It’s time for dinner!”

Tears in his eyes, Corporal Thomas dropped his M-16 and ran toward the voice.

A machine gun chattered briefly, then fell silent.

RON BAST

LOST

“My kids!” she screamed, rifling underneath clothes racks, where they sometimes hid.

Shoppers stared.

“Help me! They’re gone!” she cried.

Someone whispered, “. . . old lady thinks—”

“Old!” she exploded, “I’m only—”

She froze. Her eyes shifted from face to face, from confusion to shame, then drifted to her own wrinkled hands.

“My . . . kids,” she mumbled.

NANCY RUTH NERENBERG

IT WAS A YEAR AGO

A slight breeze blew as Doug stood staring down at Joey.

"Hello, Joey," said Doug.

Silence surrounded the two of them.

"Joey, I'm sorry. I didn't mean it. I didn't. And, Joey—Merry Christmas."

Doug placed a rose on Joey's tombstone and walked away.

"Can you ever forgive me," he asked, "for driving home drunk?"

GRACE CAGUIMBAGA

WELCOME HOME

Squeezing through the late morning fog, suddenly sunlight smacks my face. Today, I finally meet my grandfather. Dew seeps into these wandering boots.

"Ah, here . . ."

He's pitted, worn, and covered in moss, but I see him clearly.

William Reginald Smith III, Born 1809, Died 1890.

"Hello, Grandpa. It's me, Christopher."

SEAN CHRISTOPHER

ENGLISH 1A

“Use a dash between coordinate elements containing commas.”

My laser beam crackled out a response.

One down.

“Subordinating clauses equal dangling participles.”

I whirl and fire.

“I before eeeeeeeeeee—”

Two less mutant English teachers.

More coming. Can't let them succeed.

Teaching wrong us. Must them stop I.

Modifiers misplaced. Metaphors mixing.

Over it's. Win they.

ROD POUND

LETTUCE PRAY

Okra Winfrey rushed to the hospital.

“Your husband's been creamed,” Dr. Beets told her.

Okra was boiling mad.

“Can't you do any butter?!” she screamed.

“Quiet, peas! He's in the operating room now!”

said the nurse, who was screamed herself.

“Here he comes!”

“Well?”

“Success! He'll be a vegetable the rest of his life!”

CATHERINE S. ROMEREZ