The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 4 – 4th Grade

Grade: 4
Topic: Developing Conflict in a Narrative Piece
Instructional unit: Unit 4, Retracing Our Steps: Where have we been? Where are we now? Where are we going? (in reference to Week 3, Writing, Number 6)
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: Before beginning the lesson, the teacher will talk with the students about the popular field day game, Tug of War and explain to them that it is a game where two or more people are playing against each other to pull the rope. (If necessary, the teacher should bring in a jump rope and have two students stationed on opposite ends and pull. This will give a visual to those students who require it.) Making an analogy between a tug and conflict in a story, the teacher should explain to students that all good stories have a problem or conflict. Then the teacher should tell students that over the next three days they will examine three types of conflict. It will be their decision as to what type will be in their story.

- For the first lesson, introduce the conflict of “person against person.” This usually involves strong personalities where one person is trying to achieve a goal and the other person is trying to stop him/her. An example of a book to use to introduce this concept is A Weekend With Wendell by Kevin Henkes.
- Students will chart the conflicts evident in the book that the teacher reads. This activity can be used in future assignments.
- For the second lesson, introduce the conflict of “person against nature.” This type of conflict usually occurs when the character is battling the forces of nature. An example of a book to introduce this concept is Brave Irene by William Steig. Students may use the chart from the day before to note when the character is fighting the forces of nature, and the teacher will post this chart on the wall so that it can be used for the next lesson.
- For the third lesson, introduce the conflict of “person against self” or internal conflict. This usually occurs when a character is placed in a situation where he or she must decide between right and wrong. An example of a book to use to introduce this concept is “She Come Bringing Me That Little Baby Girl” by Eloise Greenfield. On the chart from the wall, the students will note the moments when the character is battling his inner emotions, and the teacher will post this chart on the wall so that it can be used to review each type of conflict.
- After all types of conflict have been introduced, the teacher will use the chart for review and remind the students that conflict engages the reader and makes each story stronger and more interesting. The teacher will also encourage the students to begin a piece of writing that includes one of the different types of conflict.
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Differentiation:

- The students may choose to go back into a piece of their writing and add an element of conflict into their story.
- The students may work with a partner and choose a book from the classroom library and note different conflicts contained within the story. They may also identify the specific type of conflict (person vs. person, person vs. nature, person vs. self) evident in the story.

Focus Standard:

ELA4W2 The student demonstrates competence in a variety of genres. The student produces a narrative that

a.) Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.

b.) Establishes a plot, setting, and conflict, and/or the significance of events.

Circumstances of the assignment/Notes to the Teachers:

Prior to the lesson, the teacher should locate and have ready texts that show examples of different types of conflicts (person vs. person, person vs. nature, and person vs. self). Also, if the class requires a more visual representation of Tug of War, the teacher may bring a jump rope in order to show how the game is played.