



# TEACHER PAGE CONFLICTED

## EXAMINING CONFLICTS AT CAMP GREEN LAKE

**GRADE LEVEL:** 5–8

**SUBJECT:** Language Arts

**DURATION:** One 40-minute class period

**NATIONAL STANDARDS:** Language Arts, Standard 4: Communication skills, Standard 6: Applying knowledge

**MATERIALS:** Writing journals

*Use this lesson to understand conflict as a literary device that triggers action in a story.*

### DESCRIPTION

Conflict is a problem or struggle in a story that triggers action. There are six basic types of conflict:

**Person vs. Person:** One character has a problem with one or more of the other characters.

**Person vs. Society:** A character has a problem with some element of society: the school, the law, the accepted way of doing things, etc.

**Person vs. Self:** A character has a problem deciding what to do in a particular situation.

**Person vs. Nature:** A character has a problem with some natural occurrence: a snowstorm, an avalanche, the bitter cold, or any other element of nature.

**Person vs. Fate:** A character has to battle what seems to be an uncontrollable problem. Whenever the problem seems to be a strange or unbelievable coincidence, fate can be considered the cause of the conflict.

**Person vs. Machine:** A character has to confront technology or other elements of human creation (as opposed to natural or divine creation).

### OBJECTIVES

- To understand literary conflict
- To identify a key literary conflict in *Holes*
- To write a clear and logical five-paragraph essay describing one type of conflict represented in the *Holes* movie or book

### ADAPTATIONS

- Younger students should write a single, logical, and clear paragraph describing one type of conflict represented in *Holes*.
- Write and define the six different types of conflict on separate chart paper. Add book titles under each type and continue to add to these lists throughout the year.

### USEFUL RESOURCES

*A Dictionary of Literary Devices: Gradus, A-Z*, by Bernard Dupriez, Albert W. Halsall (Translator), University of Toronto Press, 1991.

*Literary Visions: Patterns of Action: Plot and Conflict in Drama*, distributed by Annenberg/CPB Channel:  
[www.mkn.org/Handbook/splash\\_assets/html/L/LiteraryVisions/literary\\_visions20.html](http://www.mkn.org/Handbook/splash_assets/html/L/LiteraryVisions/literary_visions20.html)

### ASSESSMENT

Design a five-point rubric to assess students on their demonstrated understanding of literary conflict based on evidence in their essay or paragraph.

### EXTENSIONS

- Using a dictionary or language arts textbook, instruct students to define several of the literary terms below and identify examples of each from *Holes*.

*Literary terms:*

Action	Antagonist
Climax	Denouement
Falling action	Flashback
Foreshadowing	Local color
Plot	Protagonist
Rising action	Theme

- Lead a discussion with students about the connections between literary conflict and conflict in the “real world.”

### PROCEDURES

1. Introduce a conflict from *Holes* for students to consider.
2. Review the six basic types of literary conflicts in class.
3. Ask students to identify one type of conflict they think is represented in *Holes*.
4. Instruct students to write a five-paragraph essay about the type of conflict they have identified. Review with students the elements of the five-paragraph essay (an opening paragraph with a thesis statement, three body paragraphs with specific facts to support the thesis statement, and a closing paragraph).

