**Conflict Journal**

**Section 1**

**Key Concept: Conflict & Greasers vs. Soc’s**

**Related Concept: Point of View**

In this section, you will keep track of the different and often opposing perspectives within the novel. This section will be especially helpful for writing your comparison/contrast essay later.

**Section 2**

**Inquiry: Ask and Answer Questions**

In this section, you discuss and elaborate on the statement of inquiry:

Conflict occurs when points of view oppose each other, which results in an inequality of power and authority.

*Factual Question*

What is a conflict?  What are the types of conflict?

*Conceptual Question*

How do conflicts begin?  How does power, authority, and privilege result in conflict?

*Debatable Question*

To resolve a conflict, do you have to have a winner?  Can a negative outcome produce positive results?

*My Questions*

In addition, you will ask and answer your own questions as well as the questions of others. We will be discussing thick and thin questions with evidence from the text to support our answers.

**Section 3**

**Reflection: Personal Response**

In this section, you will reflect on:

* The different conflicts within the novel in terms of your own knowledge and experience
* Opposing viewpoints
* Inequity
* Power
* You will evaluate the choices of the characters and examine their point of view compared to your own.

This portion will also connect directly to your essay later.

**Section 4**

**Vocabulary: Learn New Words**

In this section you will find 20 new words, decipher them in context with the page number, study their parts, and add them to your Master Word List.

**Criterion A: Analyzing**

i. **identify** and **explain** the content, context, language, structure, technique and style of text(s) and the relationship among texts

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| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not explain** the relationship among texts |
| 3-4 | i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some** explanation of the relationship among texts |
| 5-6 | i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts |
| 7-8 | i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts **thoroughly** |

Self-Assessment:

Reason for Self-Assessment:

**Criterion C: Producing text**

ii. **make stylistic choices** in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. **select** relevant details and examples to support ideas.

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| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audienceiii. selects **few** relevant details and examples to support ideas. |
| 3-4 | ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audienceiii. selects **some** relevant details and examples to support ideas. |
| 5-6 | ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audienceiii. selects **sufficient** relevant details and examples to support ideas |
| 7-8 | ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audienceiii. selects **extensive** relevant details and examples to support ideas |

Self-Assessment:

Reason for Self-Assessment:

**Criterion D: Using language**

iii. **use** correct grammar, syntax and punctuation

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| **Achievement****Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. uses grammar, syntax and punctuation with **limited accuracy**; errors often hinder communication |
| 3-4 | iii. uses grammar, syntax and punctuation with **some degree of accuracy**; errors sometimes hinder communication |
| 5-6 | iii. uses grammar, syntax and punctuation with a **considerable degree of accuracy**; errors do not hinder effective communication |
| 7-8 | iii. uses grammar, syntax and punctuation with a **high degree of accuracy**; errors are minor and communication is effective |

Self-Assessment:

Reason for Self-Assessment: