**Conflict Journal**

**Journal Content**

Keep a record of your thinking during I&S and L&L class as we study conflict.

**Section 1: Unit Objectives**

**Key Concept:** Conflict

**Related Concept:** Point of View

**Global Context:** Fairness and Development

* Inequality, difference and inclusion
* Justice, peace and conflict management
* Power and privilege

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

In this section, you will keep track of the different and often opposing forces within the novel. This section will be especially helpful for summative assessment work later. Keep in mind and explain (reasons and causes) the places in the novel where you find:

1. Different types of conflict:
* War/Violent conflict
* Internal conflicts (person vs. himself, person vs. his past)
* External conflicts
* Categories of conflict (relationship, task, process, status)
* Archetypal conflicts
	+ - person vs. person
		- person vs. nature
		- person vs. technology
		- person vs. society
		- person vs. supernatural forces/destiny
1. Point of View:
* Different perspectives
* Different opinions
* Literary point of view
	+ - First person
		- Third person omniscient
		- Third person limited
		- Unreliable narrator
1. Statement of Inquiry: Conflict occurs when points of view oppose each other, which results in an inequality of power and authority.
* Opposing points of view
* Inequality
* Power
* Authority

**Section 2: Inquiry---Ask and Answer Questions**

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

*Factual Question*

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

*Conceptual Question*

How do conflicts begin?  How do 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 three or more of 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: Discussion Reflections**

In this section, you will reflect on:

* The ideas of others about conflict, point of view, power, authority
* Quotations you and your peers find to support your thinking
* End of day or end of discussion reflections on ATL skills:
	+ - What did I learn about?
		- What don’t I yet know?
		- What questions do I still have?
* Ideas form I&S that coincide with L&L (You will reflect on conceptual learning in both classes.)

This portion will also connect directly to your summative assessment.

**Section 4: Vocabulary**

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.

**Conflict Journal Assessment**

You will not be assessed on all of your journal reflections. Instead you will:

* Choose the best entry from each section (except vocabulary)
* Type your reflections into a Classroom document
* Edit for:
	+ - complete thoughts with reasons and causes
		- best evidence
		- complete sentences
		- excellent grammar
		- proper punctuation
* Read aloud to find errors
* Submit once all three are completed

**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: