Essential Questions

* How does speaking out effectively create empowerment?
* What can people accomplish when they speak out?
* What prevents one from speaking out?

Lesson Objective: Literary conflicts: identifying the conflicts, analyzing what they communicate to readers and how they propel the action of the plot.

CC Standards: RL.9-10.1, RL.9-10.2, Rl.9-10.3, RL.9-10.5, SL.9-10.1.a, SL.9-10.3, SL.9-10.4

Session 1:

1. Journal: How do / can people SPEAK without uttering a word or sound?
2. Groups: Share journal responses and then create a list that identifies ways that people / entities are communicating without saying anything.

Conflict:

1. Go over the different types of conflict
2. Groups skim through 22-45 and identify conflicts that occur for Melinda.
	1. Pep-rally and after (26-30)
	2. Parents (32)
	3. Marthas (42)
	4. Self? (46)
3. Groups share the conflicts that they identified and we write them up on the board.
4. Discuss:
	1. What do these conflicts communicate about Melinda or her surroundings?
	2. What can we infer about the characters?
	3. What predictions can we make
	4. How do these events propel the story?
	5. Are these conflicts common for normal kids?
5. Partners: compare Melinda’s relationship with Heather’s relationship with their parents.
6. Discuss: Parents need to be more involved in their children’s lives.
7. Analyze the subjects and grades Melinda has assessed herself on.
	1. In what ways do we grade ourselves in these ways?
	2. Are we hyper critical of ourselves…or do you make excuses for yourself?
	3. Assess yourself: If your subjects were “weighted” which ones would be more important?
	4. Are you hard on yourself in one area that maybe isn’t as important to the overall you?
8. Review Melinda’s art project.

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