

Lamp Before Sunset

Track how a conflict shapes each part of a plot.

7.RL.1.B "Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the central conflict. Bracket chosen sentence spans; use short margin labels: E = exposition (setting and background); IE = initiating event (starts the problem); RA = rising action (attempts and obstacles); C = climax (decisive turning point); FA = falling action (immediate effects); R = resolution (resulting situation). A phase may span several sentences; defend your boundaries.

The Harbor Lamp

- ① At dawn, Maya unlocked the boathouse at Harbor Park, where she volunteered before the town's evening lantern regatta. Her grandfather had built the small signal lamp that guided each rowboat away from the rocky inlet. Maya checked its battery, then found the lamp dark and its wiring chewed through by rats. The repair shop closed in two hours, and boats would begin gathering at sunset. Maya wanted to fix the lamp, but she had never repaired anything electrical alone.
- ② She carried the lamp to Mr. Ibarra's workshop, but a parade had blocked the street. Maya ran through the park instead, stopping at the community garden to borrow wire cutters from her neighbor Jo. At the workshop, Mr. Ibarra showed her how to strip and join the wires, yet the first connection sparked and failed. With rain clouds moving over the harbor, Maya returned to the boathouse, replaced the damaged section, and tested the lamp again. Nothing happened. Then she noticed a loose switch beneath the battery tray.
- ③ Maya pressed the switch into place, and the lamp flashed across the inlet just as the first boats rounded the point. The sudden light let the rowers see the rocks, and Maya heard the crowd cheer from shore. Mr. Ibarra arrived with a dry cloth and helped her seal the battery tray against the rain. At sunset, the lamp shone steadily while the regatta passed safely. Maya labeled the repaired wires and left a note for the next volunteer, knowing the lamp would be ready tomorrow.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is Maya's central conflict? What event begins the conflict?

2 Identify two rising-action events. Explain how each event makes Maya's conflict harder or more urgent.

3 What is the climax of the story? Explain how it changes the direction of the plot.

4 How do the falling action and resolution show the effects of Maya solving the conflict?

3 YOUR TURN

Your own words

Develop a short plot about a character solving a problem, then explain how its conflict connects the major phases. Plot phases do not have to occupy one sentence each.

Develop a connected plot

Establish the character and situation, introduce the problem, and develop attempts or obstacles. Show a decisive turning point, its immediate consequences and the resulting situation. Give the rising action enough development to make the climax matter.

Trace and defend

Label where your exposition, initiating event, rising action, climax, falling action and resolution occur, using short quotations or clear descriptions. Explain how the central conflict links two phases, and defend your choice of climax.

PART 1 • READ AND MARK

Underline the central conflict. Bracket chosen sentence spans; use short margin labels: E = exposition (setting and background); IE = initiating event (starts the problem); RA = rising action (attempts and obstacles); C = climax (decisive turning point); FA = falling action (immediate effects); R = resolution (resulting situation). A phase may span several sentences; defend your boundaries. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is Maya's central conflict? What event begins the conflict?	Maya must repair the broken signal lamp before the regatta, even though she has not repaired electrical equipment alone. The conflict begins when she finds the lamp dark and the wiring chewed through by rats.
2	Identify two rising-action events. Explain how each event makes Maya's conflict harder or more urgent.	The parade blocks Maya's route to the workshop, delaying her. Then her first wire connection sparks and fails, while approaching rain and sunset add urgency.
3	What is the climax of the story? Explain how it changes the direction of the plot.	The climax occurs when Maya presses the loose switch into place and the lamp flashes as the boats round the point. It changes the plot because the lamp now works and can guide the rowers away from the rocks.
4	How do the falling action and resolution show the effects of Maya solving the conflict?	In the falling action, Mr. Ibarra helps Maya seal the battery tray. In the resolution, the lamp shines through the regatta, the boats pass safely, and Maya prepares the repaired lamp for the next volunteer.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Luis is preparing to test his craft-stick bridge at the school science fair when a bumped table knocks loose one support. He must repair the bridge before the judges reach his station. Tape holds the support in place until he sets a book on the deck; then the joint bends again. He has only a few spare sticks and must choose how to use them. Luis braces the loose corner with a triangle of sticks, waits for the quick-setting glue to hold, and tests it before the judges arrive. The bridge supports his test book. Afterward, his teacher helps him move it to a steadier table. When the judges stop, Luis explains both the failed attempt and the brace that worked.

Possible analysis: The fair preparation establishes the situation; the bumped table initiates the repair conflict. The failed tape test and limited supplies build rising action. The successful brace and test are a defensible climax because they resolve the practical uncertainty. Moving the bridge is an immediate consequence, and the explanation to the judges establishes the final situation. Another defensible boundary could emphasize Luis's decision to build the brace, provided the explanation connects that decision to the later successful test.

TEACHER ASSESSMENT NOTES

Margin labels E, IE, RA, C, FA and R use the definitions printed in the marking directions. Possible annotation of the supplied original story: paragraph 1's opening two sentences establish exposition; finding the damaged wiring initiates the problem. The deadline and inexperience develop the central conflict. Paragraph 2 contains several rising-action events; the loose-switch discovery leads into the climax. Paragraph 3's first sentence is a defensible climax, its next two sentences show immediate consequences and falling action, and the successful regatta plus the note for the next volunteer establish resolution. Do not require all phases to be one sentence or mutually exclusive single points. Accept justified alternative boundaries, but require causal evidence rather than arbitrary labels. For the open task, read the entire developed plot and its analysis; assess all six phases and the conflict's effect on development without a six-sentence quota. The model explicitly completes its repair before judging.