Garden at the Crossroads

Trace conflict through a story's turning points.

6.RL "The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, number details 1 through 7 to show the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. This will help you trace how a conflict shapes the plot.

The Garden Decision

(1) Behind Maple Street Library, twelve-year-old Lila watered vegetables in a small community garden each Saturday morning. Her late grandfather had taught her to recognize basil, beans, and marigolds there, so the garden held both food and memories. Then a city notice announced that the lot would become a parking area for a new market. Lila supported the market, but she feared losing the garden that fed neighbors, creating a conflict between her wish to help and her wish to protect the space.

(2) At the next council meeting, Lila brought a jar of garden soil and a list of families who used its produce. Council member Reed, who had backed the parking plan, said the market needed every foot of land. Lila's hands shook, yet she asked whether the market could use the empty lot across the alley instead. When Reed dismissed her idea as too costly, Lila placed the soil on the table and described her grandfather's first harvest, persuading several silent residents to speak.

(3) After the meeting, the market designer agreed to inspect the alley lot. The following week, she reported that the alternative site would work if volunteers cleared old crates from it. Reed changed his vote after seeing neighbors sign up, and the council saved the garden while approving the market. Lila organized the cleanup, realizing that protecting a memory did not mean refusing every change and that listening could turn an opponent into a partner in the process.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Lila's external conflict, and what internal conflict makes it harder for her?

2. What event is the climax of the story? Explain why this event is the turning point.

3. How does Reed act as an antagonist early in the story? How do Reed's and Lila's changes move the plot toward the resolution?

4. State a theme of the story. Use two details from the passage to explain how the theme is conveyed.

3 YOUR TURN

Your own words

Write a 4 to 5 sentence alternate ending that begins after the designer reports on the alley lot. Include a new climax and a resolution, show that Lila has changed, and use one setting detail from the passage.

ANSWER KEY

Garden at the Crossroads

GRADE 6 · 6.RL

PART 1 · READ AND MARK

As you read, number details 1 through 7 to show the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. This will help you trace how a conflict shapes the plot. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Lila's external conflict, and what internal conflict makes it harder for her?	**Her external conflict is with the city plan to replace the garden with parking. Her internal conflict is that she wants the new market but also wants to protect the garden.**
2	What event is the climax of the story? Explain why this event is the turning point.	**The climax is when the market designer reports that the alley lot will work. This turns the problem toward a solution because the market can be built without destroying the garden.**
3	How does Reed act as an antagonist early in the story? How do Reed's and Lila's changes move the plot toward the resolution?	**Reed opposes Lila by supporting the parking plan and dismissing her idea. Lila becomes willing to work for a compromise, and Reed changes his vote, allowing the garden and market to remain.**
4	State a theme of the story. Use two details from the passage to explain how the theme is conveyed.	**A theme is that people can accept change while protecting what matters through cooperation. Lila suggests the alley lot, and Reed changes his vote after neighbors volunteer to clear it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the alley lot, Lila saw volunteers hesitate beside the old crates when a storm began. She decided to stop arguing and asked Reed to help organize teams under the library awning. When he climbed onto a crate and called for more hands, everyone began clearing the lot before the rain grew stronger. By sunset, the alley was ready for the market, and Lila thanked Reed for hearing the neighbors. She understood that sharing responsibility could protect both the garden and the community's future.

Accept equivalent plot-stage markings when students identify the events in chronological order and explain their choices with passage details. For the open response, accept varied events if the response has 4 to 5 sentences, includes a clear turning point and ending, shows Lila's change, and uses a passage setting detail.