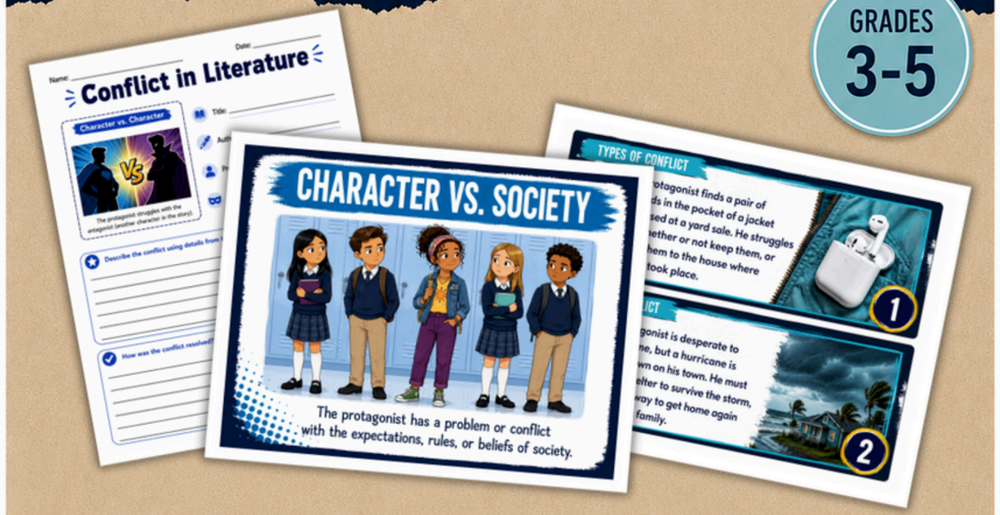
FOCUS UNIT

TEACH READING SKILLS WITH ANY PICTURE BOOK

WORKS WITH ANY PICTURE BOOKS

TYPES OF CONFLICT IN LITERATURE

GRADES 3-5



CONFLICT POSTERS

SCENARIO CARDS

STUDENT PAGES

BOOK SUGGESTIONS

ANSWER KEYS & TEACHER GUIDE

Review:

Materials:
- Types of co
- Conflict in

Directions: Stu
the correspond
check their wo

Assessment: A

Lesson 4: Identify Conflict in a Story in Small Groups (2 Days)

This lesson can be

Give each group o
recommend the st
- *Ira Sleeps Ove*
- *My Rotten Red*
- *Frederick* – Cl
- *Ming Lo Loves*

Have student grou
discuss it and fill

After all groups ha
all groups agree al

–OR–

Read one title each
"Name that Confli

–OR–

Jigsaw the rea
book/conflict

Lesson 3: Dig into Types of Conflict (4 Days)

Materials:
Included in download:
- "Conflict in Literature" student page. One for each typ

Classroom materials:
- Co
w

The n
type o

Each
- Re
- De
- Co

Lesson 1: Identifying Conflict as a Part of Plot in a Story

Note: Any book I reference in the lesson can b
a conflict.

Materials:

Conflict in Literature

The structure of this mini-unit is based on the work of Joy F. Moss and her "Focus Units". I had the privilege of taking a children's literature class with Ms. Moss in 1992 – such an amazing teacher!

This unit assumes that students know what plot is.

7. Refine Categories Together: Lead students in combining similar groups and refining category names. Help guide students toward recognizing that the stories can be grouped based on types of conflicts.

Teacher Role:
- Facilitate discussion and highlight patterns across student responses

Lesson 2: Four Types of Conflict in Literature

Materials:
- Story one-liners to cut apart and sort
- Key for story one-liners
- "Types of Conflict: Vocabulary and Conflict Types" student reference page (color and black & white) and poster set.

Classroom materials:
- scissors

a conflict—a problem the character has to

yze story conflicts and begin recognizing

Recommended Picture Books for Group Lessons:

this resource work with any books that have the particular
Below is a list of books I have used with good results to teach

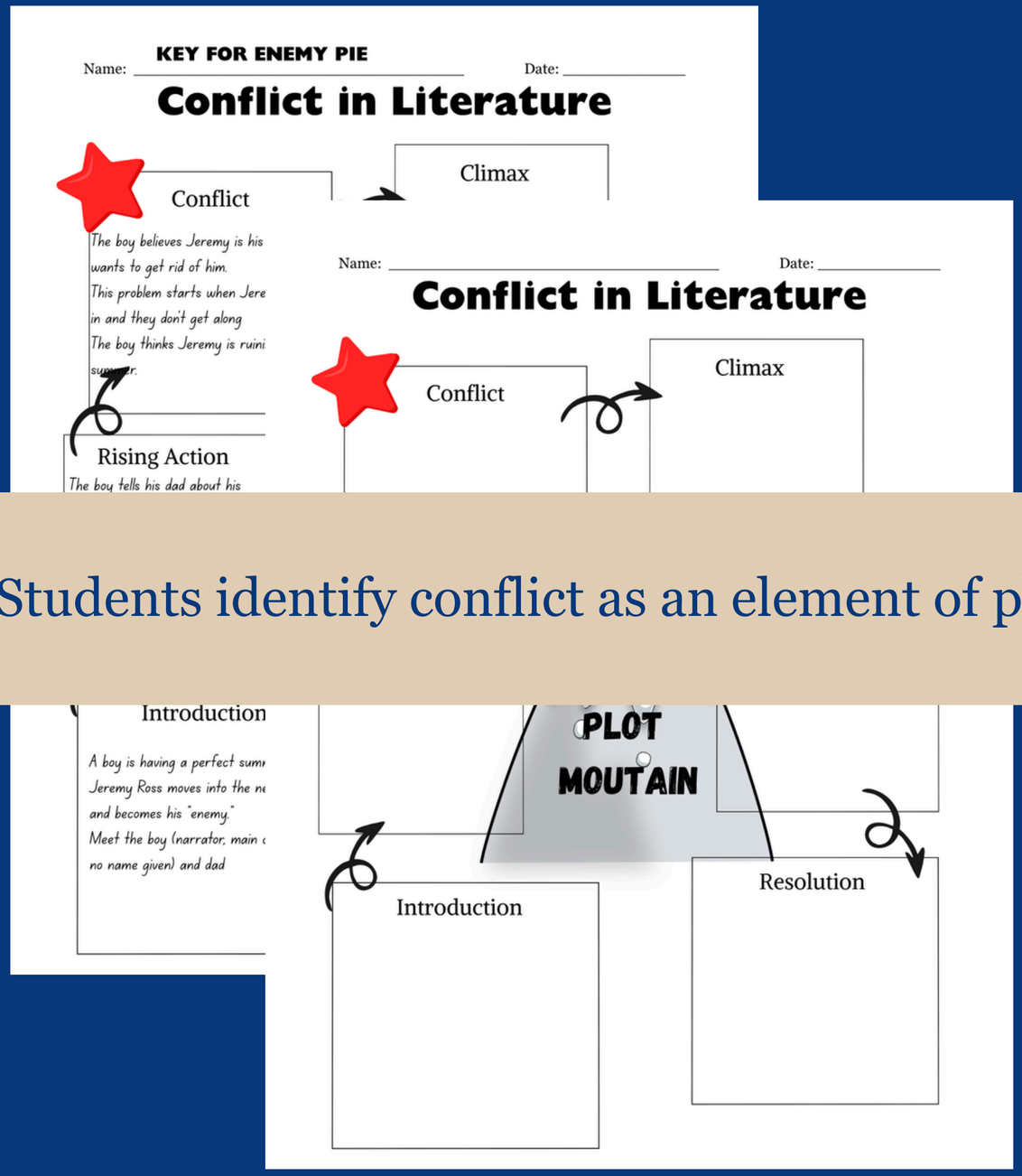
nard Waber
cia Polacco
rdan Scott

by Stephen Kellogg
uesss

nd online as video read alouds.

is list recommended.

Detailed, Standards Aligned Lesson Plans
Work with any picture book with conflict.
Book Suggestions are Provided



Students identify conflict as an element of plot.

A girl stands up for a classmate even though others disagree.

A boy feels nervous about telling the truth after making a mistake.

Two teammates disagree about how to play the game and refuse to listen to each other.

A girl wants to try out for the play but is afraid she might fail.

A boy wants to wear something different, even though people say he shouldn't.

A girl feels upset because her friend keeps copying her work without asking.

A student can't decide whether to follow the rules or go along with friends.

A group of kids works together to fix a problem in their neighborhood.

A boy is lost in the woods and tries to find his way back home.

Two friends both want to be the line leader and start arguing about it.

A boy feels angry but tries to calm himself down instead of yelling.

A girl must stay warm when the power goes out during a snowstorm.

Students analyze and sort story summaries to determine types of conflict.

Name: _____ Date: _____

Conflict in Literature
Vocabulary and Conflict Types

Protagonist – t

Antagonist – th
the villain.

Conflict – oppo

Name: _____ Date: _____

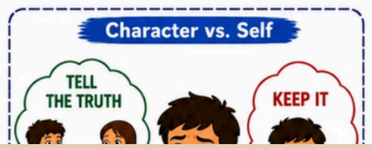
Conflict in Literature
Vocabulary and Conflict Types

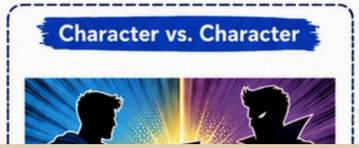
Protagonist – the main character, often the "hero" of the story.

Antagonist – the opposing force in the story, can be human or not human. Often the villain.

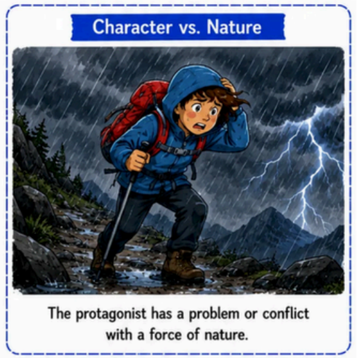
Conflict – opposition faced by the protagonist in a story.

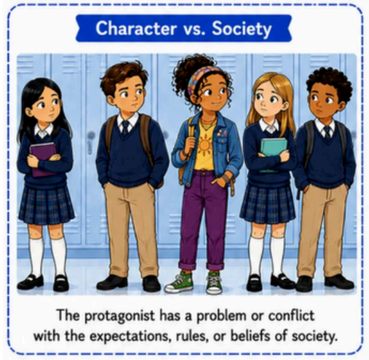








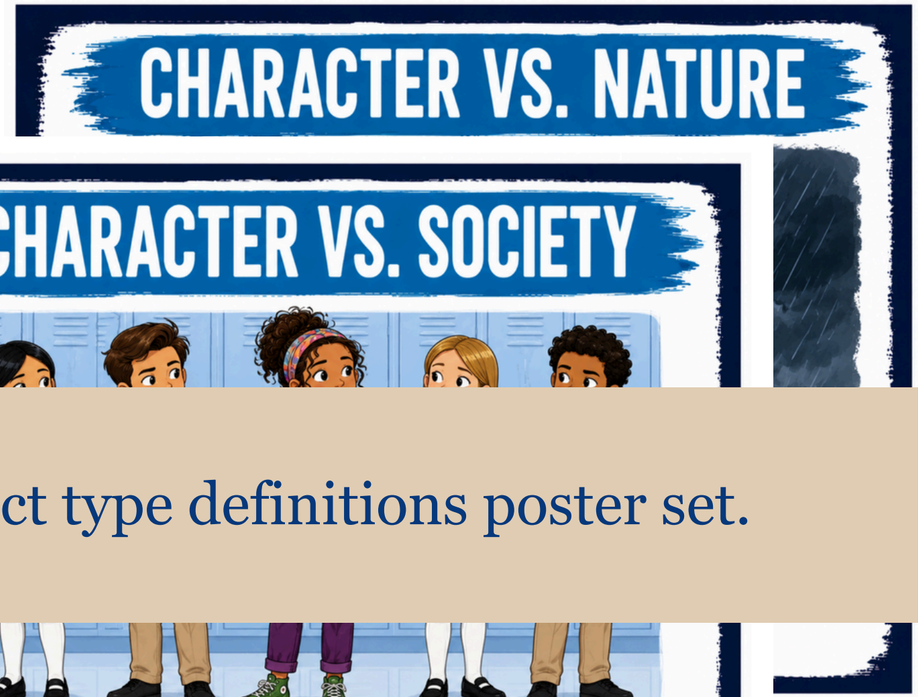




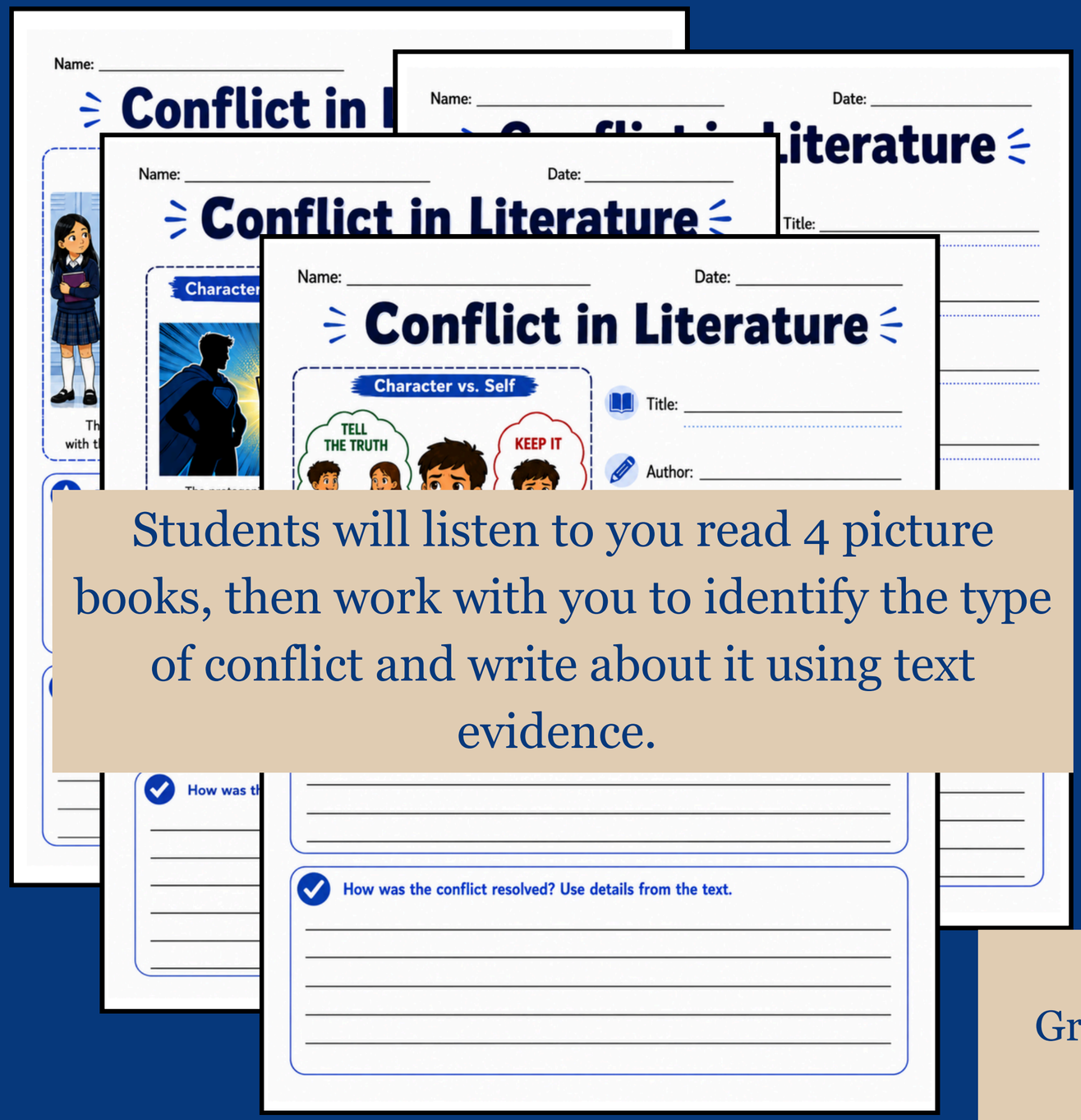
Students reference page with types of conflict and protagonist/antagonist definitions.



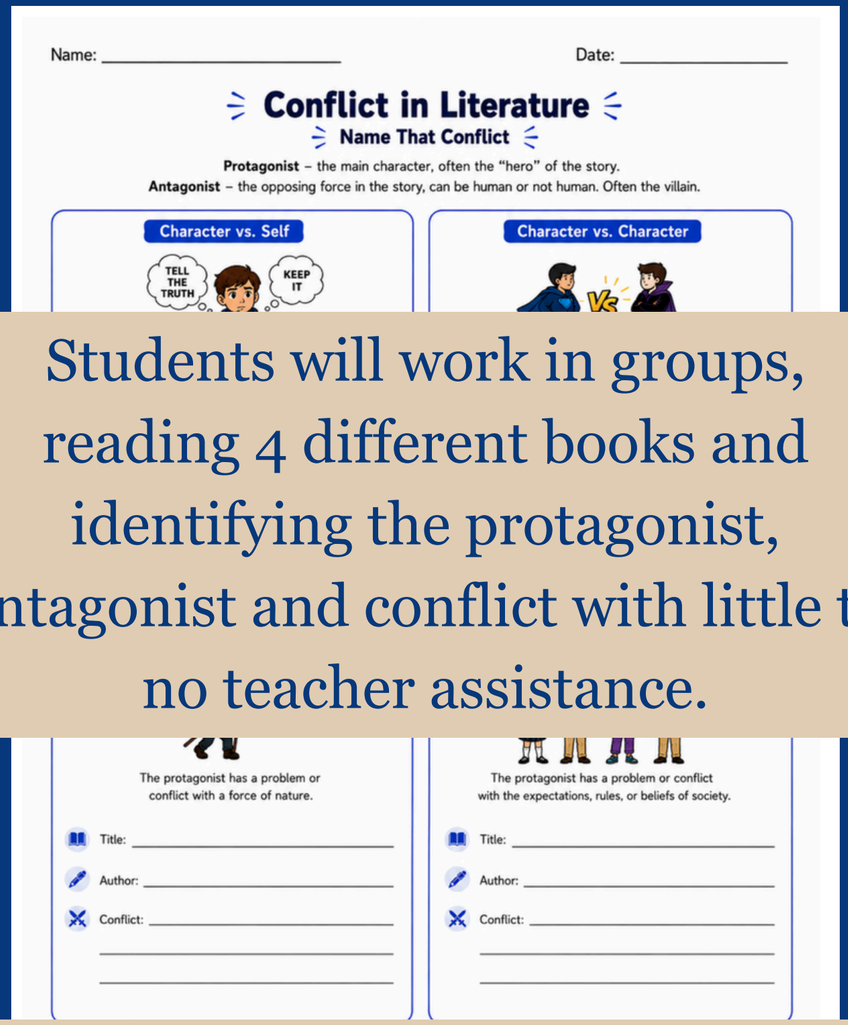




Conflict type definitions poster set.

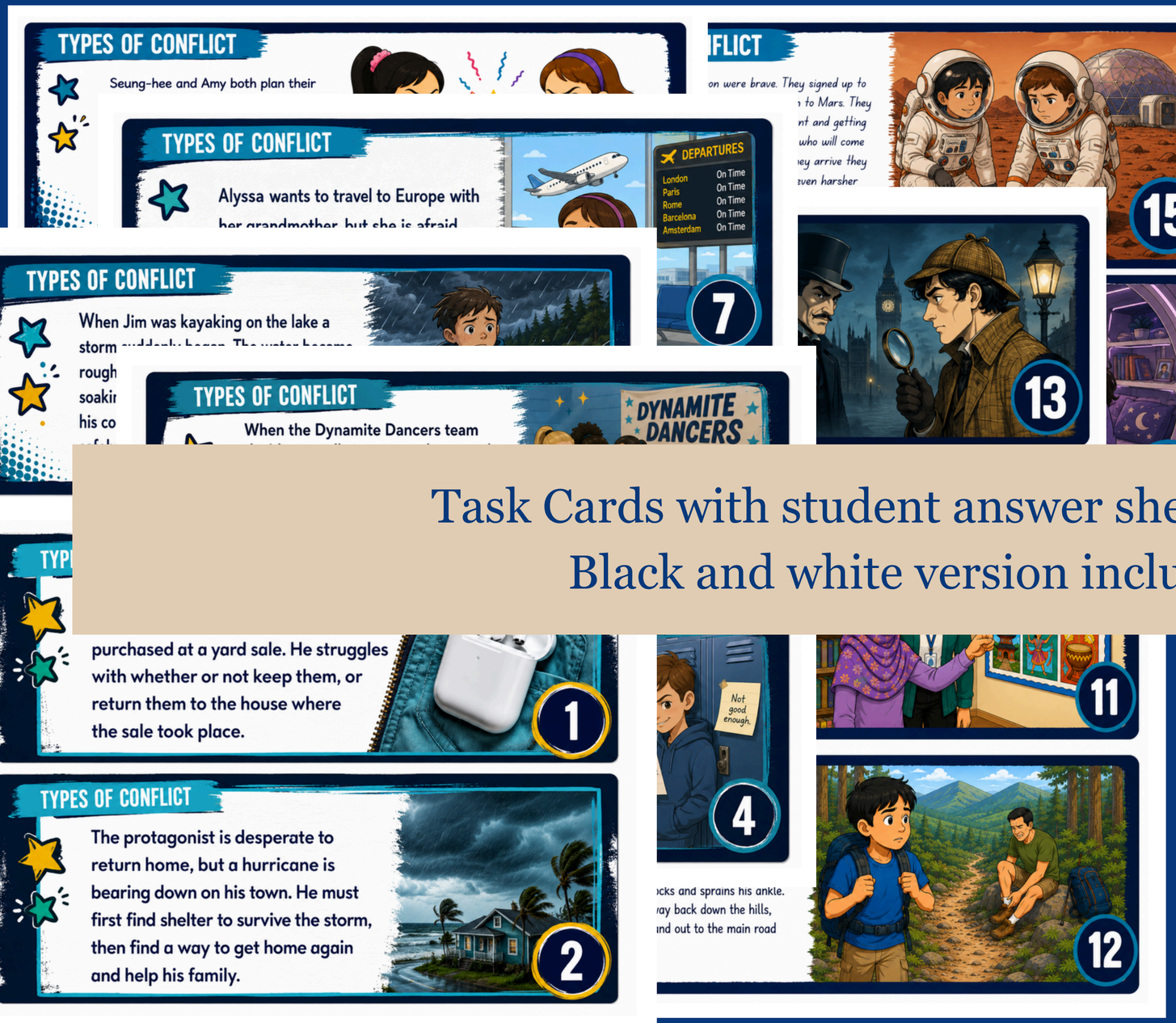


Students will listen to you read 4 picture books, then work with you to identify the type of conflict and write about it using text evidence.



Students will work in groups, reading 4 different books and identifying the protagonist, antagonist and conflict with little to no teacher assistance.

Grayscale versions of all student pages included.



Task Cards with student answer sheet and key.
Black and white version included.

Name: KEY Date:

Conflict in Literature
Name That Conflict
Task Cards Answer Sheet

1.	2.	3.	4.
9.	10.	11.	12.
13.	14.	15.	16.

Name: Date:

Conflict in Literature
Name That Conflict
Task Cards Answer Sheet

1.	2.	3.	4.
9.	10.	11.	12.
13.	14.	15.	16.

r 4. Character vs. Character

r 8. Character vs. Society

er 12. Character vs. Nature

er 16. Character vs. Self

Formative Assessment - Exit Ticket
Summative Assessment with keys and rubrics.

Name: _____ Date: _____

The Missing Soccer Ball

Maya could not wait for recess. Today was the
soccer ball that the teacher had bought for the pla
As soon as the bell rang, Maya and her friends
equipment shed, the soccer ball was gone.
"Where is it?" Maya asked.
"I saw Ethan with it this morning," said her fri

Directions: After reading the short story "The Missing Soccer Ball", you will write a well-developed response about the conflict in the story.

KEY

Directions: Read the texts below.

- On the line beneath the text write what type of conflict is represented.
- Go back to the text and underline the words/phrases/sentences that helped you decide what type of conflict is represented.



Governor DeWitt Clinton had a great idea
connect Buffalo to Albany, making it poss
City, up the Hudson River, across the Erie
Many people thought he was crazy! They
"Clinton's Ditch". New York residents did
they thought would never work. DeWitt C
the Erie Canal would be good for New Yo

KEY

Name: _____ Date: _____



Conflict in Literature Assessment





Character vs Character	The character struggles with ideas or emotions within him/herself.
Character vs Self	The character has a conflict with the expectations, rules or beliefs of society.
Character vs Nature	Two characters have a conflict with one another.
Character vs Society	The character has a conflict with a force of nature.

Name: _____ Date: _____

Exit Ticket

Who is the protagonist in *Enemy Pie*?

_____

Who is the antagonist (or what causes the problem)?

_____

What is the conflict (problem) in the story?

_____

_____

_____

Name: _____ Date: _____

Extended Response Rubric: Analyzing Conflict (Grade 4 & Grade 5)

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching	1 – Beginning
Introduction	Clearly tells the story title and what it is about	Introduces the story with title and basic summary	Attempts an introduction but is unclear or missing key details	No introduction or does not mention the story
Protagonist & Antagonist	Correctly identifies both with clear explanations	Correctly identifies both characters	Identifies one correctly or partially	Does not tell about the story
	conflict type,			Does not correctly identify characters
	planation,			Does not name the conflict
	planation,			Does not explain the problem
	planation,			Does not explain the solution
				No details from the story
				Many incomplete sentences

Name: _____ Date: _____

Extended Response Rubric: Conflict (Grade 3)

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching	1 – Beginning
	from the story		unclear problem	the problem
Solution (Resolution)	Clearly explains how the problem is solved with details	Explains the prroblem with some details	Gives a simple or unclear solution	Does not explain the problem
Details from the Story	Uses strong details from the story	Uses some details from the story	Gives very few details	No details from the story
Complete Sentences	Writes in complete sentences	Mostly complete sentences	Some incomplete sentences	Many incomplete sentences

Total Score: _____

- 24–28 points = Exceeds Expectations
- 17–23 points = Meets Job
- 10–16 points = Approaching
- 7–9 points = Beginning