

Name: _____

TYPES OF CONFLICT

Identify the protagonist, antagonist, and type of conflict in each selection.

1. Erin has almost made it through middle school. She wants to go to high school more than anything in the whole world, but she has been playing around in reading class a lot. Now she has to get a perfect score on her final exam or she will not be passed on to 9th grade. With the help of a foreign exchange student in her class, Erin studies harder than she ever has. Will it be enough?



Protagonist: _____ Antagonist: _____
Type of conflict: _____



2. Jennifer wants nothing more than to see her children happy, but her youngest child has asked for the most impossible toy to find this Christmas. She has spent hours of searching to no avail. Finally, she finds one at a department store, but another mom, Lisa, finds it at the same time. Lisa's daughter wants the toy just as bad. Jennifer battles Lisa to get the hot item, but also learns a lesson about life and holiday spirit along the way.

Protagonist: _____ Antagonist: _____
Type of conflict: _____

3. Cody and Jen bought their dream home after years of saving. It was a two-story beach home in a secluded area. They thought it was absolutely perfect until they noticed termites. At first, there were only a few nibbling at the back deck, but soon there were thousands. Cody and Jen go to war with the termites. They eventually win the fight, but it costs them their dream home.

Protagonist: _____ Antagonist: _____
Type of conflict: _____

4. In the year 1840, Sally is tired of being treated like a second-class citizen. As a married woman, she does not have the right to own property and has no legal claim to any money she earns. She meets with other concerned activists, including Elizabeth Cady Stanton and Lucretia Mott. Together they organize a convention in Seneca Falls, New York with a plan to change the world and earn equal rights for women.



Protagonist: _____ Antagonist: _____
Type of conflict: _____

Conflict In Stories And 5th Grade

Marsha D. Walton,Alice J. Davidson



Conflict In Stories And 5th Grade:

Narrative Writing, Grades 3-5 Andrea Trischitta, 2000-05 Activities include lessons on the elements of narrative writing figurative language grammar proofreading editing skills and ways to use technology Conflict Narratives in Middle Childhood Marsha D. Walton, Alice J. Davidson, 2017-03-27 Conflict Narratives in Middle Childhood presents evidence from twenty years of research examining nearly 3 000 narratives from 1 600 children in eight settings in two countries about their own experiences with interpersonal conflict Close readings combined with systematic analysis of dozens of features of the stories reveal that when children are invited to write or talk about their own conflicts they produce accounts that are often charming and sometimes heartbreaking and that always bring to light their social emotional and moral development Children's personal stories about conflict reveal how they create and maintain friendships how they understand and react to the social aggression that threatens those friendships and how they understand and cope with physical aggression ranging from the pushing and poking of peers to criminal violence in their neighborhoods or families Sometimes children describe the efforts of adults to influence their conflicts efforts they sometimes welcome and sometimes resist Their stories show them taking on gender and other cultural commitments We are not just watching children become more and more like us as they move through the elementary school years we are watching them become the architects of a future we will only see to the extent that we understand their way of making sense **Persuasive Writing, Grades 3-5 (Meeting Writing Standards Series)** Rebecca J. Rozmiarek, 2000-05 Activities in this book have been divided into three categories letters editorials and reviews Incorporated throughout the book are standards for assessment *International Perspectives on Youth Conflict and Development* Colette Daiute, Zeynep F. Beykont, Craig Higson-Smith, Larry Nucci, 2006-03-30 The volume aims to shift the foundation of youth conflict study from the more typical focus on maturation behavior and personality to a characterization of youth as participants in society It also expands the analysis of youth development to include societal problems such as political instability unequal access to material resources racism and social injustice Offering new insights about the interdependent spheres of conflict involving young people this groundbreaking international compilation describes processes of a violent world rather than of violent youth Children's Literature Barbara Stoodt, 1996 **Class Room Libraries for Public Schools** Buffalo Public Library (Buffalo, N.Y.), 1902 *Classroom Libraries for Public Schools Listed by Grades* Buffalo. Public Library, 1899 **Learning to Read in American Schools** Richard Chase Anderson, Jean Osborn, Robert J. Tierney, 1984 Learning to Read in American Schools examines critical research that offers direct implications for the design and or evaluation of text materials used in our schools today In so doing it addresses issues regarding the quality of text materials and contains specific recommendations for the improvement of reading comprehension and instruction Timely clearly written and jargon free this text is an essential handbook for school administrators reading specialists teachers in professional development programs trainers of teachers and curriculum developers It should have a profound impact on how

reading is taught in American schools **Resources in Education** ,1982 *Standards in Practice, Grades 3-5* Martha Sierra-Perry,1996 Recognizing that the literacy demands that students now face require their active involvement in their own learning this book considers a wide variety of ways to encourage that involvement The book describes how teachers practices foster literacy communities in their classrooms that can help students achieve the standards for the English language arts developed by the National Council of Teachers of English and the International Reading Association The book states that students and teachers in these classrooms work together at learning hubs develop their own criteria for revising work in progress initiate conferences and book chats and inquire into questions that are significant to them Of special interest in the book are ideas for how students can take advantage of the new technological resources becoming available in many classrooms and how the classroom community might also involve parents and others outside the school NKA **The Publishers Weekly** ,1900 *List of Books of School Libraries for the State of Oregon* ,1915 **Oregon Education Journal** ,1927 **The Open Shelf** ,1918 **Anderson V. Bowen** ,1988 List of Books for School Libraries of the State of Oregon ,1906 **Reading-Canada-lecture : R-C-L** ,1987 **Popular Educator** ,1921 **The Public-school Journal** ,1898 **School and Home Education** ,1897

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